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ABSTRACT

This final report supplements the series of quarterly reports for the Chicago Coalition for Education and Training for Employment (CCETE) Project by the Education Network for Older Adults (ENOA). It summarizes outcomes of CCETE's effort to gather the opinions, based on experience, of employers and employees about the problems of educating and training people in the Illinois state school system for employment. The report also describes solutions that were developed and the methodologies used to implement and test these solutions. Descriptions are provided of these special projects of action research to improve education for employment: Minority Entrepreneurship ("ME") Neighborhood Seminar Series and the Women's Entrepreneurship, the General Entrepreneurship, and the Older Adults/After School (Latchkey) Children Programs. A Special Introductory Addendum describes and discusses the CCETE Project and its programs and related activities. Addendum One contains materials from and information about the Entrepreneurship Neighborhood Seminar Series. Addendum Two provides news releases and information about the Older Adults/After School (Latchkey) Children Program. Addendum Three lists task force members. (YLB)

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FINAL REPORT

OF

THE CHICAGO COALITION

FOR EDUCATION AND TRAINING

FOR EMPLOYMENT(CCETE) PROJECT

OF

THE EDUCATION NETWORK FOR OLDER ADULTS(ENOA)

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For the Period of

July 1, 1986-June 30, 1987

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PROJECT NO.: 27-RD-480

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Respectfully submitted: Bernard S. Schwartz

Bernard S. Schwartz, Project Director

CHICAGO COALITION FOR EMPLOYMENT AND TRAINING PROJECT(CCETE)

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THE CHICAGO COALITION FOR EDUCATION AND TRAINING FOR EMPLOYMENT(CCETE)

A SUCCESS"

The CCETE PROJECT investigated, researched, and recommended to the Illinois State Board of Education(ISBE) the kinds of education and training wanted by employers.

It developed a philosophy based on general consensus of employers, educators, legislators(both state and local), union leaders, rank and file em-employees, and adult students and leaders of business and industry.

CCETE identified the problems and sent suggestions to the Illinois State Board of Education offering alternative conceptual solutions to the problems in educating and training for employment.

CCETE then produced model programs, as sub-projects, incorporating methodology to solve problems. Then each program was initiated, implemented and successfully operated, evaluated, and tested. By phenominally increasing learning achievement of children-at-risk in our experiment, by training adult tutors passed over by society for employment, and successfully helping them to find useful jobs or become self-sustaining taxpayers by establishing their own businesses, proof of the effectiveness of the alternative educational approaches was produced for all to see.

CCETE developed and tested a free-wheeling seminar model for changing attitudes and developing potential entrepreneurs that resulted in the establishment of several new businesses. Already established small businesspersons suddenly saw a spurt in the growth of their own firms. Employment grew.

Our educational and training innovations all bore fruit. The Chicago Board of Education, Department of Vocational Education, has agreed to send its students and to coperate in our "ME" program - an impressive bow to alternative learning. (*Please see letter from Voc Ed. Department in Addendum.)

Finally, private funders are now continuing to support the various programs(conducted as part of the CCETE)as part of the CCETE PROJECT originally developed with ISBE support.

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FINAL REPORT

Abstract

The Education Network For Older Adults(ENOA) thanks the Illinois State Board of Education(ISBE) and the Department of Adult, Vocational, and Technical Education(DAVTE) for giving us the opportunity to take up the challenge of researching and experimentally developing the means by which education for employment and training could be improved in the State of Illinois.

The research for the project, the action research, implementation, testing and conclusions stemmed from an earlier DAVTE project where ENOA investigated the learning needs of the Older Adults in Illinois. We faced the realization that the Illinois state school system was set up primarily for children. Adults - many of them functionally illiterate and unemployed - were underserved, although they wanted to learn... but not necessarily by going into academia for education. They had been brainwashed by our society to think that at their age they should not return to elementary or high school to learn.

An alternative education approach was necessary to meet the needs of both adults and children, one that nevertheless connected to elementary and secondary schools.

The CCETE Project stemmed from the notion that we should find out what education and training employers wanted from their job applicants at all levels. Under the State's auspices we brought together, at a series of seminars, many groups of people: business and government executives, school and university administrators, professors and teachers, state and city legislators, school superintendents, adult students, union leaders, and rank and file workers.

These individuals volunteered their time, discussed the kinds of learning desired and needed, and argued with educators about what could and should be achieved in the area of education and training for employment. Then together all of them sought alternative solutions to the problems.

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The private sector provided in-kind support to supplement state funding of various types such as: meeting sites, public relations services, refreshments, office supplies, and program materials.

Alternative solutions were devised, programs developed, methodologies structured, and experimental action research programs implemented to test our hypotheses. Special programs to serve both older and middle age adults and young children were initiated and carried out. Foundation support supplemented state funding. National and local publicity brought requests for replication. At this point private foundations and corporations are continuing to support demonstration models of our successful pilot programs for possible replication.*

The Education Network for Older Adults(ENOA) is anxious to send trained personnel on travel to help others replicate the CCETE programs in additional communities within the State of Illinois.

Meanwhile, the cooperative Chicago community network, as noted above, stands ready to assist the State in its endeavor to improve education for employment and training for employment - and education, in general.

We highly recommend that the diverse capabilities and resources of this extensive network of citizens of the State of Illinois be utilized to further the goals and objectives of the Illinois State Board of Education (ISBE) - both legislatively and practically.

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* A complete description and discussion of the programs and activities conducted as a part of the CCETE PROJECT are included in "Special Introductory Addendum," located at the end of this body of the report.

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CCETE PROJECT FINAL REPORT

This final report supplements the series of quarterly reports for the Chicago Coaliton for Education and Training for Employment(CCETE) Project submitted by the Education Network for Older Adults(ENOA) during the last project year(July 1, 1986-June 30, 1987) to the Department of Adult, Vocational, and Technical Education(DAVTE) of the Illinois State Board of Education(ISBE) - and during the life of the project. It also briefly summarizes the outcomes of our effort to gather the opinion, based on experience, from employers and their personnel about the problems in educating and training people in our state school system for employment.

By bringing together in a number of task forces, at seminars, not only employers, but also union leaders, teachers, professors, and administrators of school systems, and colleges and universities in the metropolitan Chicago area, we sought not only to delineate the problems in providing education for employment but also to develop alternative solutions to the problems, as suggested in abstract form and sent as reports to DAVTE.

Furthermore, we sought to experimentally test some of the suggested solutions in action research projects. ENOA conceived new methodologies to implement and test alternative solutions. At the elementary and secondary level for children and at the adult and older adult level, we tested our theses.

During this process we have brought together a sympathetic body of important business and community leaders, state legislators, the private sector, government and non-profit executives and their personnel, as well as adult students, to form a volunteer network - now available to support the ISBE with a shared understanding of the problems facing the ISBE in education and training for employment and for its corrollary: education for entrepreneurship, an area that engenders further employment.

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Not only did hundreds of individuals participate in seminar programs over the continuing years of the CCETE Project's existence. They also supplied meeting places at the banks, corporate board rooms and meeting rooms, universities, and community centers. They also provided in-kind contributions and services totalling several thousands of dollars.

Foundations, also included in our program, supplied close to matching funds of the State to insure the testing of concepts arising from our collective solutions to problems. Among these organizations were: The Retirement Research Foundation, The Coleman/Fanny Mae Candies Foundation, and the Bowman C. Lingle Testamentary Trust.

A small sample of in-kind contributions included the Continental Bank, Harris Bank, Illinois Bell Telephone Company, and most of our major colleges and universities. Neighborhood banks(e.g. South Shore Bank, Hyde Park Bank, Drexel National Bank, Seaway National Bank) in both black and white communities also provided meeting places, ample smorgasboard, public relations, and security personnel as contributions to our efforts. These entities generally stand ready to aid the State Board of Education if asked!

After the appearance of the presidential initiation of the report, "A Nation at Risk," and its many follow-ons(e.g. Carnegie Foundation Report, Holmes Report, Mellon Report, and the California Commons Report), something of a consensus appeared which was at variance with the approaches of many of these reports. Most of the reports viewed education as a more or less monolithic entity which could be viewed through national testing results and national averages. The reports generally viewed the solution to problems in education as though we could set up average approaches in training our teachers, on a national scale, and testing them for certification like the government tests airport traffic controllers, that we could through test standards on a national basis produce like a factory does. And, likewise, we could do the same for students.

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Our own people see education not as a single entity capable of being regulated by Federal or national standards, but as a series of tiny community and regional segments, controlled by local school boards in thousands of different environments, composed of varying ethnic, minority, economic, and social groups - with special cultural education and training needs and wants. Add to this the power of each state to further delineate its own requirements, as we find that like each individual a special approach is needed for each area of control, i.e. state, community, school district and each individual school and pupil. To legislate monolithically from a national viewpoint and national averages would not meet the needs of each local entity.

Our group generally recognized that the way people learned was through observation of life and activities around them, and through hands-on experience -- as in vocational and skill learning -- just as a doctor is prepared for his profession, by working with cadavers and watching, observing mentors handling patients, as in diagnosis; or surgery. Reading books simply augments the observation and hands-on experience and helps in stimulating analysis. In essence we feel that our Nation has gotten away from John Dewey's view that: observation and experience are the foundations upon which others -- teachers -- using Socratic and didactic methods and books can build, analyze, synthesize, and conceive development.

From this last mentioned thesis, new projects of action research were conceived over the years as the CCETE Project was implemented. The Project's "subprojects," or programs, such as the Minority Entrepreneurship ("ME") Neighborhood Seminar Series, the Women's Entrepreneurship, the General Entrepeneurship, and the Older Adults/After School(Latchkey) Children's Projects came into being and were linked to the specific needs of the community, the school, and the individuals.

Their descriptions follow in a special section separated by two tinted divider pages.

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Special Programs of the CCETE Project

Summaries

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MINORITY ENTREPRENEURSHIP("ME") NEIGHBORHOOD SEMINAR SERIES

The task force groups of the CCETE pointed out that growing employment and the rapid rise of people getting jobs in the United States stemmed from the increase of new entrepreneurial enterprises with fewer than 100 employeees - and that the greatest rise in employment occurred in companies of about twenty employees. It was noted that for a two-year period large Fortune 500 companies have employed 100,000,000 fewer employees than the preceding two-year period.

Therefore, the Entrepreneurial learning program was brought into existence. Since Chicago has the fewest Black entrepreneurs percentage-wise in the Nation relative to the Black population and to the rest of the population, ENOA conceived the Minority Entrepreneurship("ME") Neighborhood Seminar Series. The purpose of the ME program has been to achieve an attitudinal or learning model aimed at educating and training for greater Black employment. The circular and supporting news items in the addenda describe its function. During the course of the program over 300 individuals engaged in this successful action research program operated in Black communities. Several start-up companies were initiated as new entrepreneurial enterprises. Several small companies experienced increased growth and employment in their own neighborhoods as a result, further attesting to the success of this alternative learning model.

An ENOA Women's Entrepreneurship Program grew out of this concept, using a university as its first location - then moving to banks for ongoing sessions.

The primary purpose of the entrepreneurship programs is threefold, through carefully guided learning:

(1) to increase employment
(2) to stimulate self-employment in the metropolitan Chicago area
(3) to increase new business start-ups

The "ME" Program, the ENOA Women's Entrepreneurship Program, and other

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general entrepreneurship programs were initiated to offer guidance and assistance for those interested in starting or improving their own businesses.

These programs are alternatives suited to the needs of entrepreneurs and are unlike schools where one attends regular classes listening to predetermined curriculum often unsuited to meeting the instant needs and the uncertain schedule of an entrepreneur. Over four hundred people are now listed on our rolls - individuals who attend when they can and network with other entrepreneurs and mentors whom they meet and befriend at such sessions or in extreme circumstances telephone for special assistance or moral support.

The primary objectives of the entrepreneurship programs include the following:

(1) locating potential entrepreneurs
(2) presenting successful business role models
(3) encouraging new enterprises
(4) providing additional support for on-going business
(5) developing a vehicle for ongoing communication and networking between program participants and established professionals, community leaders, educators and mentors
(6) increasing neighborhood employment
(7) proliferating industry and private enterprise - and employment through learning alternatives

Through special seminars preceded by publicity campaigns, conducted in various Chicago neighborhoods, ENOA attracts successful entrepreneurs and professionals as speakers who serve as seminar leaders and coordinators. These professionals, providing services on a voluntary basis, offer programs such as: starting a business, deciding when to go into business, marketing your product or service, financing your business, keeping records, and getting legal advice.

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The program also features the ENOA Professional Task Force that includes leaders in such areas as: accounting, banking/finance, management, law, and marketing and advertising. Some of these leaders also belong to ENOA's expansive network that provides assistance to people seeking education and training for employment, enjoyment, and entrepreneurship.

But the best appraisal of the merit of the entrepreneurship program comes from participants themselves as they completed regular post-session evaluations:

Reginald Smith of Smith, Jamison & Hord, (a real estate development firm), P. O. Box 804834, Chicago, IL. 60680--

" Every meeting I've been to has been insightful and helpful...seminars were invaluable in helping us get started by giving us good information on the do's and don'ts of business plans and financial aspects..."

Ann Cobb, Cobb, Cooley & Associates, (bookkeeping/accounting firm), 752 E. 75th Street, Chicago, IL. 60619--

"... very useful... the information at the seminars helped us open our accounting business..."

Cynthia Jordan, Royal Affair (event planning firm), 7229 S. Calumet, Chicago, IL. 60619--

"Very helpful... am starting up a business now and the seminars got me together with a lawyer and architect... also useful in helping find and arrange financing..."

Bill Jamison, Smith, Jamison & Hord (real estate development company) P. O. Box 80434, Chicago, IL. 60680--

" seminars informed us about the various registration forms we need: Federal, state... we got to meet the bank financial people and are arranging our financing... very good exposure..."

Tyrone Collins, Software Installation Service, Inc., 7303 Circle Avenue, Chicago, IL. 60130--

"... got useful information on state purchasing procedures and bidding for minority and women-owned businesses which enabled us to put in a bid for state work... seminars... a good opportunity to meet business contacts..."

The minority entrepreneurship and other entrepreneurship programs implemented as part of the CCETE Project have enabled many people to take definitive steps in starting or improving businesses of their own and to form relationships of mutual and significant benefit- both short term and long term.

At the same time, it enhances the ability of people within their own neighborhoods to become more contributing members of their own communities and to stimulate economic growth, community development, and social interaction at a much more positive and greater level.

Truly, because of its format, its proximity, its diversity of participants, and its open-ended structure, the entrepreneurship program for any specific needs group offers viable assistance and support to the people needing it in the location and at the time most convenient for them.

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OLDER ADULTS/AFTER SCHOOL(LATCHKEY) CHILDREN PROGRAM

Among the many results of the Older Adults/After School(Latchkey) Children(OA/ASC) Program are the following high points described herein.

A characteristic of the Education Network for Older Adults(ENOA)'s CCETE Project was to bring in private sector funds to supplement state funds. The ME program segment of our Education for employment project led into a parallel offshoot entrepreneurship action research program when the ME program ended on June 30. The program now continues with corporate funding.

The OA/ASC, or Latchkey, program of our education for employment project produced these results. Several tutors we had trained were placed, as paid tutors in the home of the children. One of the tutors, having learned how to produce our latchkey project newsletter on a desktop computer publishing system, established his own desktop publishing company.

Two tutors who learned recreational activities in our program and gained confidence in their abilities, started a children's party-giving business and have already set up and run a party for their first client. One of these ladies also has a tutoring job in which we also placed her.

The Department of Children and Family Services of Cook County is now using our services and we placed a tutor in a foster home for two children, aged 6 and 7. In the four months of tutoring all of our high-risk youth averaged over one year of progress as indicated by the Iowa test given in the elementary school they attended.

We have been refunded by and gotten our first check for $13,000 from our private sector funders to continue the Latchkey program - but this time as a demonstration program to let possible replicators come to see it in operation and be aided in setting up their own operation. The following universities in Illinois are among those that have expressed interest in working with public schools for replication: Western Illinois University, Milligan University, Southern Illinois and others.

Cities outside of Illinois have also requested help and information in setting up their own programs, having heard of the program through publicity in national and local newspapers, radio, and television.

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CCETE TASK FORCES

As part of the CCETE Project, special task forces were set up. Their special interests motivated individual participants in each task force to look at issues, practices, programs, and systems related to public policy in adult vocational education. Such discussions and observations were used as a basis for further research, analysis, and recommendation.

Each month, at least one task force met at a date and time considered most convenient for the majority of participants interested in the subject matter. Following each meeting, reports were developed and submitted to the CCETE Project office at ENOA. These reports, supported by lists of participants in the various task forces, were sent to the Illinois State Board of Education's office in Springfield on a regular basis.

As the participants have represented a diverse spectrum of leadership in business, industry, media, education, government, and other areas, it became important to also utilize their input and the details of setting up such task forces and their respective meetings. A procedural manual was developed to enable replication of similar task forces in any other city interested in becoming more involved in the research, discussion, analysis, and refinement of education and training programs for employment - particularly, in the area of entrepreneurship as a contributor to economic growth, community development, and neighborhood revitalization and stabilization.

As the "REDBOOK" illustrates(please see the one copy provided for examination by ENOA to the ISBE as part of this final report), the planning, developing, and operating of special interest task forces is important for building the expansive network needed to plan, develop, implement, support, and evaluate(as well as improve and expand) various specialized programs such as those implemented and hereby proposed for replication according to the models set forth by the CCETE Project Director and staff.

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In order to implement the programs above, special procedural manuals that outlined the procedures for operating each program were developed. While this activity was not part of the initial purpose, or promise, as set forth in our proposal because we did not foresee its value at the outset, we have prepared the three distinctive manuals as mentioned and as provided(one copy of each) to the entire ISBE group.

After showing each of the manuals to our program officer and our DAVTE manager, it was suggested that we make one copy of each manual available to allow replication of our program in other parts of the State and the Nation.

In the addenda can be found samples of news stories, brochures, and other materials relative to each program. Previous quarterly reports and previous annual reports contained detailed materials related to each of the programs and can be referred to likewise.

It is important to note that the various programs conducted as part of the CCETE Project generated widespread media coverage and support. The project director and staff participated in a number of interviews aired both on radio and television. They also participated in events and activities not directly related to the CCETE Project or to ENOA - but most definitely related to education and training programs, projects, publications, and activities in Chicago, Illinois, and throughout the United States.

RECOMMENDATIONS:

Thus, we suggest replication of our subprojects, or programs, in other areas of the State of Illinois as alternative forms of education where universities and public schools can be brought together in mutually constructive efforts. The Education Network for Older Adults(ENOA) stands ready to help and, indeed, we have a corps of people experienced in planning, implementing, monitoring, and reporting on the programs.

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To paraphrase a television show...

"We have experience, will travel"--- and help others get started.

Also, we believe private corporate or foundation funding can be found to support these programs elsewhere, if matched by the State.

We also recommend using the help of the business community members by holding them together as a group to aid education for employment and training, and to urge the state senators and representatives in and out of our core group to further support the ideas of the Superintendent and the Illinois State Board of Education(ISBE).

Respectfully submitted: Bernard S. Schwartz

Bernard S. Schwartz,
Project Director
CCETE PROJECT

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SPECIAL INTRODUCTORY ADDENDUM

****

A DETAILED DESCRIPTION

AND SUMMARY

OF THE

CCETE PROJECT AND ITS

PROGRAMS AND RELATED ACTIVITIES

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Introduction:

Since its inception in 1983, the Chicago Coalition for Education and Training for Employment(CCETE) Project has become an important vehicle for the Education Network For Older Adults(ENOA) to enhance the efforts of the Illinois State Board of Education(ISBE) in analyzing, modifying, and improving educational public policy within the State of Illinois.

By developing and implementing, within the CCETE Project, programs that immediately addressed the problems, concerns, and needs of both adults and children located in specific neighborhoods of Chicago, ENOA was able to research alternative educational approaches to the elementary and secondary, as well as adult and vocational education and training. This included conceiving, creating, developing, and implementing successful innovative action research projects to improve education for employment. Simultaneously is demonstrated the success of its programs by placing adults in jobs which as entrepreneurs the job holders then controlled.

Relying on the expansive network of ENOA and the CCETE TAsk Forces(comprised of recognized leaders in business, industry, government, education, media, and other areas), the project director and staff organized task forces which researched education for employment, enrichment, and entrepreneurship from the perspective, and based on the experience of representative professionals in these groups.

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Thus, ENOA was able to compile, organize, and present documentation for the Illinois State Board of Education(ISBE) that gave a realistic view of the real and potential problems, needs, trends, and opportunities related to education and vocational training public policy planning in Illinois.

Project Groups:

Research during this period concentrated on groups of the population located within the Chicago area:

(1) Adults, particularly those over age 55, facing "Quality of Life" decisions and lifestyle changes and challenges.

(2) Adults of all ages contemplating entrepreneurship learning and business start-up as as an alternative form of gainful employment, self-sufficiency, and productivity within their own communities.

(3) Adults, who were unemployed, on social security or welfare, and lacking in marketable skills in today's employment world.

(4) Children-at-risk, K-5 level, 5-12 years of age, living in a very depressed area and lacking the resources and support needed to achieve in school and to prepare for future vocational training and career education.

(5) Children of elementary and high school age.

Utilization of small numbers of individuals from each of these groups was considered paramount to the effective development, implementation, monitoring, following through, and reporting of research programs that would

viably impact the educational and training issues, policies, practices, and standards presently in effect and needing further study, review, and revision or modification to effectively bring about learning - or education for employment, entrepreneurship, and enjoyment.

Project Programs:

Research involving each of the groups concentrated on specific programs, developed and implemented by the CCETE Project director and staff, as "action-oriented" research programs that were supported entirely or in part by the Illinois State Board of Education, the Department of Adult, Vocational, and Technical Education(DAVTE). Among the programs included in the CCETE Project were the following:

(1) Minority Entrepreneurship ("ME") Neighborhood Seminar Series

(2) Older Adults/After School (Latchkey) Children Program

(3) CCETE Task Forces

(4) Resource Center

Each program, during the funding year of this report covering July 1, 1986 to June 30, 1987, was a program continued from or resulting from previous years, efforts of and had been regularly monitored, reviewed, and evaluated according to the objectives stated in the abstract section of the proposal, approved on June 30, 1986, by ISBE, for continued funding for this fiscal year.

The fulfillment of these objectives are reported within the summary of each program's activities, accomplishments, and impact described in the following section. It is important to note that each program included the formulation and implementation of activities deemed necessary during the periodic discussions, meetings, and reviews held in conjunction with the actual operations of the project and related programs.

Program Activities, Accomplishments, and Impact:

Besides the special activities, accomplishments, and impact unique to each of the programs, the CCETE Project director is proud to report the fulfillment of some special accomplishments that will enable the effective, comprehensive, and qualitative replication of any of our programs within other neighborhoods, other communities, and other cities and towns located in the State of Illinois(as well as elsewhere).

Foremost is the design and development of master procedural manuals for each of our programs: "Black Book," for the Minority Entrepreneurship ("ME") Neighborhood Seminar Series; "Green Book," for the Older Adults/After School (LATCHKEY) Children's Program; and the "Red Book," for the CCETE Task Forces.

Organized according to the order of activities necessary to implement, or replicate, a program for one time period(e.g. three months, six months, twelve months), each manual consists of quidelines, checklists, and sample documents and forms to successfully complete the following successive types of functions:

(1) Pre-program planning, public relations, and grantsmanship

(2) Pre-program organizing, staffing, and interfacing

(3) Pre-publicity, recruiting, and program coordinating

(4) Program implementing, publicity, and public relations

(5) Surveying, evaluating, meeting, and reporting

(6) Troubleshooting and emergency modifying and regrouping

(7) Community outreaching and task forcing with impacting neighborhood, community, civic, media, and government leaders

(8) Program data organizing and summarizing

(9) Program evaluating and analyzing

(10) Program completing and finalizing/following up

(11) Post-program summarizing, evaluating, and reporting

(12) Procedural manual modifying and changing

(13) Final reporting to funding, in-kind, task force, government, community, and other related program groups

Ancillary to each master procedural manual was the development and utilization of other manuals, recordkeeping systems, and reporting capability files.

It is essential to point out that as each program conducted within the CCETE Project was a research-based activity to study "alternative educational approaches" for one or more of the program groups defined at the beginning of this special report, a creative approach to developing guidelines and documentation materials for each program also had to be taken. Previously

developed directives, as outlined in various published forms available, were deemed inappropriate, limiting, and ineffective as pertaining to the CCETE Project objectives, procedures of implementation, and the need to impact plans and strategies for the continuation of vocational and technical education in the State of Illinois.

I. Minority Entrepreneurship ("ME") Neighborhood Seminar Series

The "ME" PROGRAM comprised of monthly evening meetings (and continued for its third year)- conducted on dates,at times, and at places convenient to its participants - concentrated on improving the accessibility of aspiring and existing entrepreneurs to feasible (a) financial resources such as banks, savings and loan associations, credit unions, and private investment groups; (b) legal counsel experienced in specific trades, (c) accounting firms with the range of services needed, and (d) other mentor-type support entities.

This concerted effort at strengthening the professional network for the participants led to other beneficial results, most noticably the following:

One - Those men and women interested in starting a business of their own readily utilized the resources accessed to them through the program, promptly developed working relationships with these professionals, and accessed themselves as resources to other attendees - as well as to the professional resource groups offering support within the program.

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* Impact: The participants themselves served as examples of the motivational and positive, constructive effects of an alternative educational program, designed, developed, and implemented synonymous with their goal-oriented and career-directive objectives, capabilities and limitations in mind.

Two - The men and women participants already in business actively sought advanced management and learning assistance from the professional experts involved with the program, ENOA's Resource Center and institutional networks, and from other business and educational entities not previously tapped as a part of their entrepreneurial experience.

* Impact: The participants already in business served as "case histories" of the problems, needs, real and potential solutions, and opportunities that can be promptly and cost-effectively addressed through alternative educational programs.

Three - Professionals such as the speakers and representatives of banks where meetings were held, increased their organizational efforts to service the needs of entrepreneurs.

* Impact: The professionals served as "case histories" of the ways in which alternative adult educational programs can generate increased participation in and support of localized educational activities that build and strengthen opportunities for economic development and neighborhood growth and stability.

Four - Various neighborhood leaders in business, industry, education, government, and media took a more active and positive role in supporting entrepreneurial learning, education, and training as a means of improving economic development opportunities within the community.

* Impact: These leaders became unofficial spokesmen for and representatives of alternative educational programs held within their own neighborhoods, aimed at servicing their own local residents, and including the resources available within their own communities.

The effectiveness of the "ME" Program can be measured best, however, in terms of the evaluations made by the participants themselves. Although attendance at each session varied from a low of ten to a high of 48, comments from participants proved quite consistent - and most favorable and encouraging, as exemplified by the personal quotes contained earlier in the main body of this final report.

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This increased activity among the various groups participating in the "ME" Program was equally evidenced within the groups that participated in entrepreneurship seminars held for general audiences and for Black women.

The CCETE Project director and staff were very pleased with the high level of participation in the program during the fiscal year. Attendees indicated very clearly and repeatedly a strong interest in participating in a similar program should it be made available in their own neighborhood, as this last series had been. The director and staff were also pleased with the tremendous support and high level of enthusiasm that came from the professionals who spoke at various sessions or provided meeting space(e.g. neighborhood banks) at no charge - to either the program coordinating group or the attendees.

Entrepreneurship sessions conducted for minority Black women(September 16, 1986 and January 29 and March 31, 1987) were held on the South Side of Chicago. Topics concentrated on helping participants to identify marketable outlets for skills, transpose administrative and managerial volunteerism experiences into viable entrepreneurship areas, capital recruitment, and contracting with the government.

At one session, discussion centered around establishing a women's entrepreneurship task force to study and support the problems, needs, and interests of women - regardless of background - wanting to start their own businesses today.

The "ME" Program staff also looked at establishing special entrepreneurship programs for Hispanic women and Korean women at some later date and de-

veloped some contacts in this direction.

General entrepreneurship programs were also conducted in an outlying area of Chicago(October 14, 1986: Parkway Bank and Trust Company, Harwood Heights; February 26, 1987: Hyde Park Bank). It will continue at other banks that will support the program, starting September, 1987.

The flexible methodology and adaptability of objectives to meet ever-changing needs and trends in a fast-moving society, according to those objectives set forth in our original and ensuing proposals, enabled us to do research of a theoretical and action-research nature, to try concepts developed in the area of adult education and networking, and to test unusual and different approaches to education and training for employment.

Of immense value was the work done by university students and interns from the Universities in Chicago that spent many tireless hours developing and disseminating publicity pieces, processing the various data, and, assisting with the master procedural manuals - as well as documenting meetings and sessions.

II. Older Adults/After School(LATCHKEY) Children's Program:

The Older Adults/After School(LATCHKEY) Children's Program, or Latchkey Project was effective in (a) enhancing employability opportunities for adults, (b) improving the learning skills, achievement levels, and attitudinal and behavioral patterns of children-at-risk, and (c) expanding concepts and philosophies for future research of alternative educational approaches within the State of Illinois.

Held in the Wicker Park/Humboldt Park neighborhood of the Northwest Side

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of Chicago, the Latchkey Project resulted in the fulfillment of every objective for both primary groups of participants: the school children, ages 5-12, K-5 level, and adults over age 30 and previously unemployed and untrained to meet current market needs as workers(either for others or as entrepreneurs).

For both groups, a positive environment was developed and maintained to enhance each group's ability to learn, interact, and set realistic goals for future achievement and success.

The adults received intensive training, from a retired professor of education(Loretta Whitehead Moon, Ph.D., that prepared them to provide for the twenty-five school chilren-at-risk with the program personal assistance - as well as companionship, based on skills developed through the curriculum in the areas of: cultural and behavioral determinants and influences, human growth and development(physical, affective, and cognitive), practice skills, tutoring, language and literacy development, and classroom interaction.

Periodic and post-program discussions with the tutors have revealed remarkable increases in the adults' levels of personal competence, independence, personal autonomy, and self-esteem... enabling them to ascertain tutorial positions in the private homes of children in the area, with the Department of Children and Family Services in Chicago, and local centers.

The tutors have also proceeded with plans to potentially open their own private tutorial and companionship services as home-based business persons/entrepreneurs, or are being employed in the homes of children. Through the ENOA Resource Center, the CCETE Task Force network, and institutional and agency contacts, these same potential entrepreneurs have gained access

to the resources needed to set up a business within the City of Chicago.

The value of the training received by the tutors was demonstrated by the special accomplishments made by those school-age children-at-risk in the program that increased their academic achievement level at least one year, developed a positive attitude toward and enthusiasm for learning, and acquired a sense of personal identity and self-esteem, responsibility, and positive identification with their own neighborhood and community.

At the same time, the students were able to improve their cognitive, creative, and study skills to such an extent that the regular school teachers reprted remarkable improvements in the quality of their school work.

The children's behavior improved as noted in the participation in recreational activities, and relationships with other people - including their own family members at home.

Of special significance to the CCETE Project director was (a) the "Green Book," a master procedural manual developed by the program staff; (b) the program activity manual containing samples of all completed forms, course guidelines, publicity pieces, and related data sheets; and (c) reports based on the evaluations of various participants, particularly the trained tutors.

Rated high was the tutors' opinions of (1) the value of their participation in the program as a "stepping stone" toward future employment and service within their own community, (2) the organization and content of the program as a localized educational and service experience, and (3) the program personnel and staff, as well as site leaders and area community representatives, as members of their newly formed network of resources, friends, and support systems.

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Special recognition should be given to the efforts of the staff that generated widespread and frequent media coverage, including articles, interviews, and appearances with:

(1) Channel 2, WBBM-TV, CBS, January 19, 20, and 21, 1987 'Community Accents,' - tutor training.

(2) The Chicago Catholic, "Staying After School, by Denise Mattson, April 30, 1987.

(3) Booster Newspapers - "Become a Tutor"

(4) Perspective on Aging. A Special Issue: Creating Intergenerational Opportunities, National Council on Aging, Inc., NOV/DEC, 1986. "Diverse Programs Nationwide Lead to Beneficial Exchange."

(5) The Chicago Post. "Free Training for Kidergarten-5th Grade Tutors, 12/15/86.

(6) Niles Times-Herald. "Agency seeks adults to tutor children," March 18, 1987.

(7) Southtown Economist Newspapers. "A time to learn' Column" - Adults 30 and over. March 16, 1987.

(8) Community News. "ENOA offers older adults chance to earn extra money." Vol. 2, No.6, Dec. 24, 1986, p. 11.

(9) Free Press(ad piece.

(10) St. Mark Church - 12/28/86, p. 4, announcements.

(11) Wicker Park/Westtown. "Older adults needed for tutoring project" Dec. 18, 1986, p. 3, extra.

The Latchkey Project contributed important data regarding the benefits of providing alternative forms of adult and vocational education for older adults and in utilizing the results of this training to (a) access older adults to new types of employment opportunities such as self-employed tutorship and (b) improve the ability of disadvantaged children-at-risk to raise their achievement levels.

The program also effected the compilation of important data regarding new forms of research related to adult and vocational education and training public policy planning and modification.

At the same time, each adult became better prepared to seek and engage in alternative forms of employment such as providing private tutorial and after-school companionship services to children whose parents were employed outside of the home, providing temporary contracted tutorial and classroom assistance to disadvantaged children within a school system, and providing tutorial aid through other educational service groups within their own community.

But the program resulted in facilitating the resources already available through the local school system, and community centers, within the neighborhood, from the local police and fire departments, authorized school bus systems, and areawide businesses, media, and organizations.

In many respects, the Latchkey Project was responsible for bringing together various groups of people already servicing the neighborhood to effect noticeable and positive changes in the quality of life, diversity of employment opportunities, and level and extent of educational assistance and accessibility for both adults and children.

Replication Opportunities and Potential for Latchkey Project

This program offers great opportunities for replication in almost any neighborhood within the State of Illinois because of the direct and simple manner in which it addresses the needs of entirely different age groups of a population. It also provides diverse opportunities for the training of otherwise unemployable adults in marketable skills that can be applied to improve the quality of life right within their own neighborhoods, to provide needed services near their own home, and to develop close relationships with children and their families (as well as community leaders) located nearby.

At this writing, the program director can report that Milliken University, and Western Illinois University are each interested in collaborating with respective school systems to replicate the program.

III. CCETE Task Forces

The CCETE Task Forces convened fewer meetings during this fiscal year, versus in previous years since their impetus could be felt by the project director and staff in the process of planning, coordinating, and implementing or participating in various programs, events, and activities related to the expansive area of education, particularly, adult education and vocational training,within the State of Illinois (and elsewhere).

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As the calendar of activities reported previously in quarterly reports can indicate, the CCETE Project director and staff maintained a very active role in functions, often sponsored and directed by other groups. In some instances, Bernard S. Schwartz served actively by (a) chairing a committee or subcommittee, (b) participating in a panel, forum, or discussion, (c) planning and coordinating educational and informational sessions, and (d) editing and publishing newsletters, brochures, and other materials disseminated to and used by participants in these various activities.

It is importantto emphasize that much of the activities related to the CCETE Task Forces during this last fiscal year related to the utilization of the expansive network of professionals developed during the previous five years. The program director for this aspect of the CCETE project spent much of his time developing two procedural ma-uals and in creating cross-referenced files of the various participants in the activities of the Task Forces, "ME" Program presentations, and Latchkey program community-wide participation.

Conclusions and Recommendations:

Since its inception in 1983, the CCETE Project has generated much useful data to support the efforts of the ISBE in researching, evaluating, and improving public policy in the area of adult and vocational education and training within the State of Illinois.

As our research has indicated, it is time that we in education redirect our thinking about the approach to take when trying to prepare youth

and adults for a better "quality of life" through education for employment.

For instance, ENOA noticed a certain pattern emerging as it conducted each of the programs under the CCETE Project:

(1) Participants, regardless of age, became increasingly able to make more positive choices as accessibility to resources and helpful and supportive people improved.

(2) Participants, regardless of age, displayed a more positive attitude of, and enthusiasm for education and training, as well as a greater respect for the support system made available and needed to enhance their ability to increase achievement and improve learning, living, and employment skills.

(3) Participants, regardless of age, demonstrated a greater sense of purpose, self-esteem, responsibility, and commitment - as well as a higher level of interest in and appreciation for their own communities, for economic needs, and for employment and entrepreneurship opportunities and challenges.

These patterns took shape as the selected participants in each program involved themselves in "experiential"functions that included "hands-on" and vocational learning based - in part- on one on one and/or small group or clustered interpersonal interaction and support, or assistance.

Participants got to immediately apply or utilize aspects of their education and training (for employment implementation for themselves and others). In the "ME" Program, session attendees could promptly utilize the accessing skills and resources brought to their attention as they learned how to identify and ascertain the professional assistance needed to start or expand a business enterprise. Likewise, the established business consultants and/or mentors could apply the knowledge gained about the increased need for personalized and customized services to support entrepeneurship to re-evaluate their own service activities and improve and expand them to meet current demands. This required, to some extent, advanced education or retraining for said professionals, to more ably address those needs using information and techniques - as well as systems - that are and shall be standardly used(e.g. information resourcing through personal computer interfacing and modem transmittal). Program participants learned the significance of networking to solve problems and to meet crisis situations.

In the Latchkey Project, adults could apply their tutorial skills received through specialized training to provide personal learning assistance to children-at-risk (a) as part of the school-related program, (b) as part of a private service available through parents of these children-at-risk, (c) as a community volunteer, and (d) as paid tutors self-employed or employed by parents or a government agency.

Likewise, the children in the Latchkey project immediately utilized their learning and living skills to study, satisfactorily complete assignments and schoolwork, and more positively respond to the many people, challenges, and opportunities within the world around them - although they lived

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in neighborhoods considered gang-ridden, economically depressed, and crime infested and in home environments that lacked parental supervision, adult companionship, and the support needed to build positive attitudinal and behavioral patterns.

Through the programs conducted as part of the CCETE Project, other important conclusions can be formed that should, ENOA feels, be taken into consideration when examining our educational and training public policy withinthe State of Illinois.

FIRST - it is essential that various sectors of the community be brought into any educational and training program to make it more relative to the "real world." Local government agencies and departments such as the police, fire, and board of education should be included. Local business, industrial, media, community, and civic entities and organizations should be tapped and enlisted to generate a more "wholistic" and "applicable" approach to improving the level and quality of education and training for employment and entrepreneurship, for the enhancement of economic development, community growth, and societal stabilization programs and projects.

To operate each of the CCETE programs, various entities were included resulting in remarkable increases and improvement in these groups' participation in activities to help people support themselves and become more financially contributing members of their communities. The lending institutions that opened their doors to the "ME" Program expanded their realm of services, and actually actively sought the patronage of these same participants - as-

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piring or existing business owners - within their banks' own service communities. The experts in accounting, law, marketing, and advertising recognized these participants as their own future professional friends and peers and proceeded to actively assist them in doing business in ways that would personally ensure their success and stability.

Groups directly and indirectly affiliated with the school and the community center that participated in the Latchkey project took a greater interest in the unique problems and needs related to helping both adults and children to improve their standard of living, and level of learning and achievement, through more relative education and training programs. ENOA began to receive widespread coverage of each of its programs and specific aspects of those programs. Representatives of various government agencies and organizations began to take a greater interest in how the programs brought together very separate and distant sectors within a given community - all for the common good, so to speak, in education for employment and for personal growth.

Detailed questions and serious queries about replicating one or more of these alternative educational approaches were received by ENOA. And, assistance was offered to help any such group to plan and implement similar programs within their own communities located throughout Illinois.

SECOND -the formation of special interest task forces is essential to enhance and strengthen - as well as expand - the networking capabilities of those primarily interested in and responsible for the planning, implementing and evaluating of any of the programs within the CCETE Project.

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THIRD - Participation in various conferences and legislative meetings to study the needs of learning and attitude and behavior is essential. ENOA's activities in these areas were based on the perceptions of the DAVTE, of the ISBE, as far back as 1980, when it began to support the program planning and implementing research activities of ENOA. Then, starting in 1983, ENOA actively implemented specific education and training research programs directed toward specific needs groups within their own neighborhoods and communities - programs customized to address important factors such as neighbhroood environment, home conditions, financial capabilities, time, and regular support systems.

Each program enhanced the ability of the ISBE to more closely examine educational public policy planning and practices, in order to make it more relative and practical within our very mobile, technologized society, and to improve self-reliance in our population.

As noted in a letter from the ISBE, dated April 23, 1987, sent to the Illinois Council on Vocational Education(with copies sent to Governor James Thompson and key people in vocational education):

> "... ours has been an effort which was planned and implemented with specific learning programs or efforts designed to improve economic self-reliance in our population."

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Thanks to the ISBE's open approach in supporting ENOA's research that was "action-oriented," and followed a "process of discovery," each program could be evaluated and modified as it was being implemented thus allowing for immediate improvement and enhancement of the purpose.

Samples of Program Interest:

Different groups of business people and funders have expressed an interest in supporting one or more of the CCETE programs as demonstration programs.

The Department of Economic Development of Illinois Bell Company hopes to contribute to further funding of the "ME" Program, as well as the development and expansion of special women's and general entrepreneurship seminar programs.

The Bowman C. Lingle Testamentary Trust, through Mr. Kenneth Lingle, has indicated plans to contribute partial funding to replicate the Latchkey Project as a demonstration program, that would also include a recognized educator that would evaluate the program and report those findings as part of written articles directed toward professional educational journals and publications.

The recreational departments of both Milliken University and Western Illinois University are interested in replicating the same program, with special emphasis on the semi-recreational activities (a new eclectic approach included in the after-school part of the program.

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Carbondale's Department of Adult Education, through John Washburn, hopes to seek funding to replicate the program.

Hoping to work with Superintendent Ted Sanders, ISBE, a Harris Bank Foundation is also looking at a joint program of replication in other Illinois locations, of the Latchkey model. Included in the program would be an experiential phase that would bring some of the children into a summer camping program.

The Chicago Board of Education, Department of Vocational Education, has committed itself to bringing students from local high schools into the "ME" program in order to gain firsthand knowledge about entrepreneurship - starting and improving a business enterprise. Leading representatives with two high schools - Juarez and Harper - have met with ENOA and expressed deep interest in participating.

As a result of national publicity, as late as the writing of this final report, ENOA was receiving long distance telephone calls from organizations and school systems located in other states. Professionals queried us about the programs being implemented and asked for detailed information about implementing similar programs within their own respective communities.

Thus, ENOA recognizes more than ever the opportunities that exist for such "action-oriented," alternative, and "experiential" educational and training programs both for adults and children. It therefore makes the recommendations that follow.

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Recommendations:

The CCETE Project director recommends that efforts be made to actively replicate the programs planned and implemented as part of the project. Using the master procedural manuals developed, plans could be formulated for replicating the programs by pulling together a network of local university, public education, business, industry, media, government, legislative, and other individuals and groups to offer community-wide supported educational and training programs where the adults and children live - within their own neighborhoods and at times and places convenient and helpful to them.

Similar to the proposed collaborative efforts being looked at by both Milliken University and Western Illinois University within their respective local communities, ENOA recommends that many such opportunities exist. Such collaborative efforts would enable even more extensive research alternative educational programs, educational entrepreneurship programs, and in new directions. It would also enable the compilation of important formative and summative data to support the replication of such innovative models not only within the educational pioneering state of Illinois but in other states, as well.

With the benefit of data generated from programs such as those developed, implemented, and evaluated as part of the CCETE Project, the ISBE can ably advise, direct, and support the efforts of other groups to participate more actively in the educational and training process. Private sector funding could be more readily sought from foundations, corporations, and

individuals to augment any government funding.

ENOA recognizes that a broad and extensive level of participation and collaboration and cooperation by various groups is both necessary and vital.

As the employment structure and patterns of society continue to change making it more feasible that a person will hold from ten to twelve different and unrelated jobs within his/her lifetime, ENOA recognizes the pressing need for "risk-taking," entrepreneurial-type educational and training programs.

It thus recommends that activities be actively pursued to replicate the programs developed and implemented as part of the CCETE project in the past.

ENOA further recommends that steps be taken to expand and strengthen the various procedural manuals developed during the process of conducting the various and respective programs. Although the development of manuals and data manuals was not requested as a final product of the project, the methodology and regular activities for programs were outlined to implement the operation of each program.

ENOA also recommends that these same procedural manuals be eventually published and made available to other specific communities, neighborhoods, organizations, corporations, etc. considering participating in one or more of these educational and training programs. Availability of this material should be offered according to terms considered by the ISBE to be commensurate with the value and merit of said manuals' contents and specifications. ENOA would be delighted to aid in helping others to use and adjust these manuals to meet special needs of program replicators.

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ENOA also recommends that a special task force be established to work with and discuss further the various mechanisms, networks, and resources needed and available already for replicating any of the CCETE programs within any specific neighborhood, community, collaborative, or other unified entity - under the advice of and with the support of those recognized educational agencies, organizations, and entities already located and having jurisdiction within those said interested areas being considered for replication.

ENOA also recommends, finally, that it be designated as the - or one of the - entities for effecting replication of said programs, formalizing and publishing said manuals, and instrumentating creative collaboration of needed entities for replication, further research, and more creative utilization of available and/or potential resources for education and training to:

(1) enhance and improve the "quality of life"

(2) stimulate economic development and community growth through further learning and training

(3) build personal self-esteem, responsibility, and commitment

(4) renew faith in the American Dream, entrepreneurship, and the American system

(5) create a futuristic vision within our children that enables them to set personal goals and objectives and to pursue ac-

tivities throughout life based on values and principles upon which our country was founded, through experiential vocational, as well as alternative, learning.

It is the belief of the CCETE Project director and executive director of ENOA, respectively, that programs such as the "ME" Program and the "Older Adults/After School (LATCHKEY) Children's Program are sorely needed to support regular educational and training policies and programs.

The Chicago Coalition for Education and Training for Employment,
a project of

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ADDENDUM ONE

ENTREPRENEURSHIP

NEIGHBORHOOD SEMINAR SERIES

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ENOA ENTREPRENEURSHIP PROGRAM

Provides Guidance and Assistance
In Improving An Ongoing Business
Or Starting A New One

A project of the Education Network For Older Adults (ENOA), a not-for-profit corporation providing free services in cooperation with The Chicago Coalition for Education and Training for Employment

and

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and

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PURPOSE

The ENOA Entrepreneurship Program is aimed at stimulating economic development in people of all ages throughout the neighborhoods and communities of metropolitan Chicago.

HOW

Through the assistance of community organization leaders, the media, and word of mouth, the ENOA selectively locates potential entrepreneurs. Its program encourages the start of new enterprises while ensuring, as much as possible, the success and growth of on-going businesses as well.

The ENOA Program plans special seminars, recruiting successful entrepreneurs and professionals to relate to and exchange experiences with people interested in new business ventures. These seminars also serve to help established entrepreneurs gain insight from professionals — insight which could aid them in expanding and improving the operation of their businesses.

The networking relationships developed on a social basis as a result of these meetings will help make it possible for potential and beginning entrepreneurs to contact professionals on a continuing basis for assistance in solving problems pertaining to either a start-up or an on-going business.

WHEN/WHERE

Seminars will be held at various neighborhood locations throughout the year in cooperation with local community leaders, businesses and financial institutions. Because presenters are donating their professional expertise on a voluntary basis as a service to the Chicago community, there is no charge to attend these seminars.

HOW CAN ENOA HELP YOU?

If you are interested in owning your own business, ENOA can provide you with information in the following areas:

- *How To Start*
- *Deciding When To Go Into Business*
- *Marketing Your Product*
- *Exploring Ways To Finance Your Business*
- *Deciding On A Location*
- *Assessing Your Competition*
- *Keeping The Books (Accounting Systems)*
- *How To Project Future Business Income*
- *Services Offered By Existing Organizations*
- *Legal Matters (Licenses, Zoning, Incorporating, Certification)*
- *How To Do Business With The City*
- *Developing A Business Plan*
- *Managing Employees*

The ENOA Professional Task Force Includes:

- ***Accountants***
- ***Artists***
- ***Bankers***
- ***Business Leaders***
- ***Community Leaders***
- ***Consultants***
- ***Counselors***
- ***Educators***
- ***Financial Advisors***
- ***Lawyers***
- ***Management Consultants***
- ***Marketing Consultants***
- ***Media Consultants***
- ***Political Officials***
- ***Psychologists***
- ***Advertising Specialists***
- ***Government Administrators***

For More Information About Our Next Seminar,

PLEASE CALL:

(312) 782-8967

Kathryn Taylor, *Program Manager*

Bernard Schwartz, *Executive Director*

"ME"

THE MINORITY ENTREPRENEURSHIP PROGRAM

THE EDUCATION NETWORK FOR OLDER ADULTS
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PROBLEM-SOLVING IN

START-UP AND ON-GOING

BUSINESSES

A CO-OPERATIVE EFFORT SPONSORED BY

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TRAINING FOR EMPLOYMENT OF

THE EDUCATION NETWORK FOR OLDER ADULTS

(A NOT-FOR-PROFIT CORPORATION)

WHAT IS THE MINORITY ENTREPRENEURSHIP PROGRAM?

PURPOSE: The "ME" Program is aimed at stimulating economic development in minority neighborhoods and community areas in Chicago.

HOW: By locating potential entrepreneurs--with the assistance of community organization leaders--encouraging the start of new enterprises, ensuring as much as possible the success of these new enterprises, and encouraging the success and growth of on-going businesses.

Seminar meetings are planned where successful entrepreneurs and professionals are brought in to relate and exchange experiences with potential entrepreneurs.

The relationships developed on the social basis at these meetings will make it possible for potential and beginning entrepreneurs to contact professionals for help in solving problems related to either a start-up business, or an on-going business.

Entrepreneurs already in business will also gain insight from professionals which could aid them in expanding and improving the operation of their businesses.

WHEN: Seminars will be held throughout the year.

WHERE: Within various neighborhood locations, with the help of local community leaders.

COST: There is no charge to attend the seminars. The presenters are providing their professional expertise on a voluntary basis as a service to the Chicago Community.

HOW CAN "ME" HELP YOU? If you have thought about owning your own business, and have a need for information in the following areas--

MAKING A BUSINESS PLAN

DECIDING WHEN TO GO INTO BUSINESS

MARKETING YOUR PRODUCT

EXPLORING WAYS TO FINANCE YOUR BUSINESS

DECIDING ON A LOCATION

ASSESSING YOUR COMPETITION

MANAGING EMPLOYEES

KEEPING THE BOOKS--ACCOUNTING SYSTEMS

HOW TO PROJECT FUTURE BUSINESS INCOME

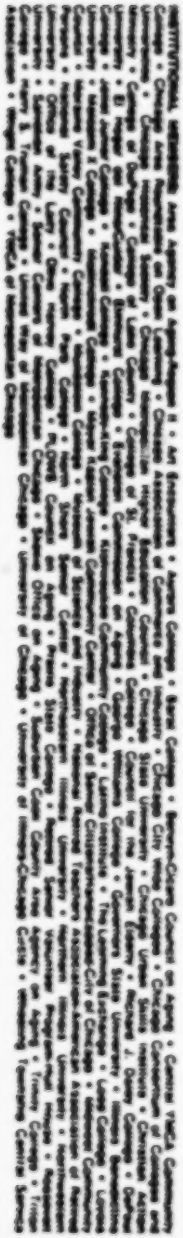
SERVICES OFFERED BY EXISTING ORGANIZATIONS

LEGAL MATTERS--LICENSES, ZONING, INCORPORATING, CERTIFICATION

HOW TO DO BUSINESS WITH THE CITY

FOR INFORMATION ABOUT OUR NEXT SEMINAR, PLEASE CALL:
(312) 782-8967

BERNARD SCHWARTZ, EXECUTIVE DIRECTOR



THE "ME" PROFESSIONAL TASK FORCE

INCLUDES--

- ACCOUNTANTS
- ARTISTS
- BANKERS
- BUSINESS OWNERS
- COMMUNITY LEADERS
- CONSULTANTS
- COUNSELORS
- EDUCATORS
- FINANCIAL ADVISORS
- LAWYERS
- MANAGEMENT CONSULTANTS
- MARKETING CONSULTANTS
- MEDIA CONSULTANTS
- POLITICAL OFFICIALS
- PSYCHOLOGISTS

Manford Byrd, Jr.
General Superintendent of Schools

CHICAGO PUBLIC SCHOOLS • 1819 WEST PERSHING ROAD • CHICAGO, ILLINOIS 60609

July 11, 1986

Mr. Bernard Schwartz
Executive Director
The Education Network for Older Adults
36 South Wabash, Suite 624
Chicago, IL 60603

Dear Mr. Schwartz:

This is to summarize our conversation of today as we met with teachers from Juarez High School who will work with our Institute on Entrepreneurship studies.

You suggested that it would be possible for selected students to attend your sessions with minority entrepreneurs who regularly meet with resource people whom you identify and provide to service new businesses. We will ask our teachers to schedule such visitations with you and the entrepreneurs you assist. Also, you mentioned that you might provide classroom visitors and field trip sites which would relate to our curriculum. You will be asked to assist us with those resources as well.

Additionally, you shared your interest in working with Chicago Board of Education personnel in your research to develop a statement of philosophy on vocational education. I believe my superiors at the Board would be happy to share their philosophy of vocational education with you.

We have talked about working together, and now I feel that we have a firm agreement to utilize your resources in a way which will truly enhance our curriculum. We will be in touch with you to schedule use of the resources which we have discussed.

Thank you.

Very truly yours,

Gerald F. Bober
Coordinator
Business Education

cc: Dr. Philip A. Viso
Assistant Superintendent

MINORITY ENTREPRENEURSHIP STATISTICS
1985 & 1986 & through April 1987

TOTAL NUMBER OF SEMINARS: 18
STATISTICS AVAILABLE FOR 17

SEMINAR ATTENDEES

Total number of attendees who sign in at the door: 341
Average attendance per seminar: 20

SEX

	NUMBER	PERCENTAGE
Male:	152	54% of total
Female:	129	46% of total

AGE

Number of respondents: 162
Respondents as a percentage of total: 48%
Average age of respondents: 35.92
Range of ages: 20-73 years

BUSINESS OWNERSHIP

Number of respondents: 178
Respondents as percentage of total: 52%

OWNERS	PERCENTAGE
74	42% of respondents

POTENTIAL OWNERS	PERCENTAGE
104	58% of respondents

EDUCATIONAL ACHIEVEMENT

Number of respondents: 168
Respondents as percentage of total: 49%

LEVEL ATTAINED	NUMBER	PERCENTAGE
Some High School:	3	2% of respondents
High School Graduates:	22	20%
Some College:	53	32%
College Graduates:	77	46%
Vocational Training:	8	5%

NOTE: Totals add up to more than 100% because some atendees had vocational training beyond high school

ATTENDEE EVALUATION

Number of seminars: 15
Number of respondents: 152
Respondents as percentage of total: 61%

CRITERION		NUMBER	PERCENTAGE
Topic Relevance:	Yes:	147	97% of respondents
	No:	5	3% of respondents
Well Addressed:	Yes:	150	99% of respondents
	No:	2	1% of respondents
Speakers:	Excellent:	123	81% of respondents
	Good:	24	16% of respondents
	Fair:	5	3% of respondents
	Poor:	0	0

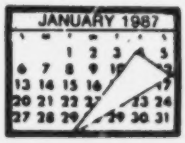
Starting in February 1987 a new evaluation form was used which had spaces for each speaker with the criteria; Topic Relevance and Quality of Presentation. All were on a 5-point scale; 1=Very Poor, Poor, Fair, Good, 5=Excellent. The numbers presented here are combined across speakers.

Number of seminars: 2
Number of respondents: 38
Respondents as percentage of total: 50%

CRITERION	NUMBER OF RESPONSES					AVERAGE
	1 V.Poor	2 Poor	3 Fair	4 Good	5 Excellent	
Topic Relevance:	1	1	17	44	44	4.22
Quality of Presentation	0	0	16	42	48	4.30

SAMPLE ANNOUNCEMENTS IN NEWSPAPERS

the herald, wednesday, january 28, 1987



near south scene

Thursday, Jan. 29
A free seminar, "Black Women in Business," is presented from 6:15 to 8:15 p.m. at the Drexel National Bank, 3401 S. King Dr. Three speakers discuss how to start and operate a small business. 782-8967

Hold seminar on women starting businesses

The Minority Entrepreneurship Program is presenting a free seminar, "Black Women in Business," Thursday, Jan. 29, at 6:15 p.m. at the Drexel National Bank.

For reservations call 782-8967.

SAMPLE ANNOUNCEMENTS IN

NEWSPAPERS

CHICAGO DEFENDER - Monday, February 23, 1987

Slate minority seminar

The Minority Entrepreneurship Program will present its 16th free seminar for the Black community at 6 p.m. Thursday at the Hyde Park Bank, 1525 E. 53rd, featuring Ken Robinson, acting project director of the Minority Business Development (Grant Thornton), Ethlyn D. Porter of the Minority and Female Business Enterprise Division of the State of Illinois, and Joe Loredo, financial consultant for Loredo & Associate. Specifically the speakers will focus on how to start and operate a small business, and about financing and marketing. Reservations can be made by calling Kathryn Taylor of y The Education Network for Older Adults (ENOA), at 782-8967.

CALENDAR

CHICAGO SUN-TIMES, Monday, February 23, 1987

Thursday: The Minority Entrepreneurship Program will offer a small business seminar at 6 p.m. in the Hyde Park Bank, 1525 E. 53rd St. Free. 782-8967.

■ Waddell & Reed Financial Services will present a seminar on financial planning and taxes at 7 p.m. at De Paul University, 2324 N. Seminary, Room 224. 7 p.m. Free. 647-1360.

MINORITY ENTREPRENEURS

LEARN HOW TO START AND OPERATE A SMALL BUSINESS

A FREE SEMINAR
TUESDAY, MARCH 31. 6:00-8:00 P.M.
SEAWAY NATIONAL BANK, 645 EAST 87th. STREET

SPEAKERS

Ida Hindmon, Editor/Producer,
Minority Entrepreneur

PUBLIC RELATIONS AND ADVERTISING

Solomon Jones, Vice President of Lending,
Seaway National Bank

FINANCING FOR SMALL BUSINESSES

Anita Ponder, Director
Contract Compliance, City of Chicago

MINORITY/WOMENS' PARTICIPATION IN THE CITY PROCUREMENT PROCEDURE

RESERVATIONS: 782 8967

SPONSORED BY THE ILLINOIS STATE BOARD OF EDUCATION, THROUGH THE CHICAGO COALITION OF EDUCATION AND TRAINING FOR EMPLOYMENT.
A PROJECT OF THE EDUCATION NETWORK FOR OLDER ADULTS

ENOA
THE EDUCATION NETWORK FOR OLDER ADULTS
36 SOUTH WABASH, SUITE 624, CHICAGO, ILLINOIS 60603 • (312) 782-8967

SIGN-UP SHEET

SEMINAR # _____ DATE: _____

SITE: _____

THE ENOA ENTREPRENEURSHIP PROGRAM

Sponsored by The Illinois State Board of Education.
Through The Chicago Coalition of Education and
Training for Employment--A project of ENOA

NAME _____
ORGANIZATION _____
POSITION _____
ADDRESS _____
THIS IS MY: BUSINESS ___ HOME ___
ZIP _____
PHONE: BUSINESS _____
HOME _____

NAME _____
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THIS IS MY: BUSINESS ___ HOME ___
ZIP _____
PHONE: BUSINESS _____
HOME _____

THE EDUCATION NETWORK FOR OLDER ADULTS -- THE ENOA ENTREPRENEURSHIP PROGRAM

SURVEY SHEET

Name _____ M _____ F _____

Address _____ Telephone _____

_____ Age _____

_____

Year of school last completed _____

Previous work experience _____
(Last 3 - 5 Yrs.)

_____

_____

Do you presently own a business? Yes _____ No _____

If yes, type of business owned _____

If no, type of business interested in starting _____

_____

Kind of information requesting _____

_____

_____

_____

Have you contacted other organizations that provide assistance to small business? Yes _____ No _____

If yes, which one(s) _____

_____

_____

Comments _____

_____

_____

_____

_____

(Continue on back)

File: _____

EVALUATION SHEET

(Anonymous, for statistical purposes only.)

EVALUATION KEY:	Excellent	Good	Fair	Poor	Very poor
	5	4	3	2	1

(1) Relevance of topics to your business needs: (Circle one)

First Presentation:	5	4	3	2	1
Second Presentation:	5	4	3	2	1
Third Presentation:	5	4	3	2	1

(2) Quality of presentations: (Circle one)

First Presentation:	5	4	3	2	1
Second Presentation:	5	4	3	2	1
Third Presentation:	5	4	3	2	1

(3) Other Comments:

Facilitating Emerging Business, Entrepreneurship and Employment
36 SOUTH WABASH, SUITE 624, CHICAGO, ILLINOIS 60603 • (312) 782-8967

ADDENDUM TWO

OLDER ADULTS/AFTER SCHOOL

(LATCHKEY) CHILDREN PROGRAM

SPONSORS: Continental Illinois Corporation • Illinois State Board of Education • Joseph T. Ryerson & Sons, Inc.

ENOA
THE EDUCATION NETWORK FOR OLDER ADULTS
36 SOUTH WABASH, SUITE 624, CHICAGO, ILLINOIS 60603 • (312) 782-8967

THE OLDER ADULT/AFTER SCHOOL PROJECT

PROVIDING
TRAINING AND OPPORTUNITY FOR EMPLOYMENT
OR OWNING YOUR OWN BUSINESS
FOR OLDER ADULTS

AND

AFTER-SCHOOL AND SATURDAY OR SUMMER TUTORING
FOR ELEMENTARY SCHOOL CHILDREN

A project of THE EDUCATION NETWORK FOR OLDER ADULTS (a not-for-profit corporation providing free services).

WHAT IS THE OLDER ADULT/AFTER-SCHOOL PROJECT?

Would you like to open a child tutoring center of your own or tutor children in the child's home?

You can receive <u>free</u> training and job placement assistance.

REQUIREMENTS: 30 years of age or older with no upper limit

Here is your chance to earn money at home or in the home of the child. Let the Older Adult/After-School Project help you.

The Older Adult/After-School Project has two objectives:

1. To prepare adults so they are able to earn money as tutors of elementary school children in kindergarten to 5th grade after school or during summer.

2. To provide tutoring for students who:

   -need extra help in school
   -want to improve their grades
   -seek fun and companionship after school until their parents return home from work.

During a period of five months, the adults will receive approximately 15 hours of training per week on how to tutor a child and meet the child's recreational needs as well. Training will be given with the collaboration of university faculty at the New Sabin Magnet School at 2216 W. Hirsch. Additional training will include direct experience in tutoring students under the guidance of teachers and administrators at the elementary school and Casa Central at 1335 N. California.

WHERE: Casa Central Community Center at 1335 N. California and the New Sabin Magnet School at 2216 W. Hirsch will be the locations of the tutoring program for the adults and children.

WHEN: The program is set to begin on February 17 and will end in mid June.

COST: The training is free. Transportation or bus fare will be provided.

Call now to register for the Older Adult/ After-School Project:

(312) 782-8967 Days, ENOA
(312) 743-7497 Evenings and Weekends,
Marcia Fernandez

MARCIA FERNÁNDEZ, PROJECT COORDINATOR

BERNARD SCHWARTZ, EXECUTIVE DIRECTOR

(over)

ABOUT ENOA
(Education Network for Older Adults)

ENOA's mission is to provide access to education, training and life-long learning for adults. ENOA is a unique network of 63 colleges and universities, plus older adult organizations, human service agencies, community centers and associations.

The inspiration for the "Older Adults / After-School Project" stems from a highly successful pre-school program created and initiated by ENOA to train older adults as Pre-School Aides at El Hogar del Nino Cuidar, a community center in the Hispanic Pilsen community.

ENOA also expects that in reproducing the Older Adult / After-School Project throughout the city, Chicago will become a model in childcare, in older adult employment, and in economic development, for the entire nation.

ENOA
THE EDUCATION NETWORK FOR OLDER ADULTS
36 SOUTH WABASH, SUITE 824, CHICAGO, ILLINOIS 60603 • (312) 782-8967

CHICAGO PUBLIC SCHOOLS

Manford Byrd, Jr.
General Superintendent of Schools

New Sabin Magnet School • 2216 West Hirsch Street • Chicago, Illinois 60622

Lourdes Monteagudo
Principal

Edward R. Peacock
Assistant Principal

July 11, 1987

Mr. Bernard Schwartz
Executive Director
Education Network for Older
Adults
36 South Wabash
Chicago Illinois 60603

Dear Mr. Schwartz:

As you know, we have again had a very successful year. Our students are more motivated than ever and are making incredible gains in their academic subjects. For twenty five of our students this success is due to the individualized attention and tutoring they are receiving due to their participation in the Older Adult/Children School and After School Program. The sucess the children are having is a reflection of the success of the program in partnership with our school.

As we now prepare for the fall, once again I would like to urge you to continue the program with our school. It is needed and very much welcomed. Anything that you can do to secure its continuation for the 1987-1988 school year will be greatly appreciated.

Sincerely yours,

Lourdes Monteagudo

Lourdes Monteagudo
Principal

May 15, 1987

Mr. Bernard Schwartz
Executive Director
The Education Network for Older Adults
36 South Wabash
Suite 624
Chicago, IL 60603

Dear Mr. Schwartz:

I want to congratulate ENOA for the After School Tutoring Program. I have observed for the past three months, how tutors and students, who before this time were unknown to each other, have developed strong ties of friendship and understanding. The hard work involved has yielded good profits for the students, who have noticeably improved their school grades.

I really believe this program is of great value and my hope is that in the future it could be continued.

I wish you greater success in all your programs.

Yours Truly,

J. Gonzalez

Jesus I. Gonzalez
Casa Club
Program Coordinator

JTG/la

1401 NORTH CALIFORNIA AVENUE • CHICAGO, ILLINOIS 60622 • 312/276-1902

Diverse Programs Nationwide Lead to Beneficial Exchange

The following descriptions of intergenerational programs conducted in different sections of the country are presented to illustrate the diversity of ways in which older and younger persons can be involved in mutually beneficial exchange.

Older Adults/ After School (Latchkey) Project

The Older Adults/After School (Latchkey) Project is implemented by the Education Network for Older Adults (ENOA), a nonprofit organization based in Chicago. Older people are trained by university instructors to tutor and meet the recreational needs of children ages five to 12.

The project goal is to eliminate early grade school illiteracy, leading cause of the high—and rising—school dropout rate. School dropout fostered by illiteracy and the student's feeling that he/she can't succeed in school generate gang growth and activity. Tutoring of the students is held in the afternoons when many of their parents are at work. Without the project, these children would be left alone at home or free to wander the streets. The project also provides employment to older adults.

During the five-month Care-Giver Tutor Program at a local grammar school, tutors attend a class taught by a university level teacher three days each week. The tutors also help a teacher in the classroom one day a week and observe classroom students on another day in the week.

Free transportation from the school to a community center is provided both students and tutors. A nutritious snack is available at the center, where students work on homework and problem areas (identified by teachers) with their tutors on a one-to-one basis Monday through Thursdays. On Fridays, they read stories or work on arts-and-crafts projects.

Certificates are presented the tutors when they graduate from the Care-Giver Tutor Program, and they may then tutor children in their own homes or in the youngsters' homes.

In 1985, the program's first year, all 25 of the young students—among the lowest achievers in their school system—showed a half- to three-year improvement in grade level achievement. ENOA anticipates that its pilot program will be replicated throughout Chicago.

For further information, contact:

Kathryn S. Taylor
Education Network
for Older Adults
36 South Wabash Street
Suite 624
Chicago, IL 60604 (312) 782-8967

Older Volunteers in Partnership with Parents

Involving volunteers as parent aides to help troubled families is an innovative, effective way to combat child abuse and neglect. The goal of the American Association of Retired Persons' (AARP) Project, "Older Volunteers in Partnership with Parents," is to *increase the involvement of older Americans and of aging organizations in that effort.*

Parent aides offer a nurturing, supportive and trusting relationship to parents under stress and at risk of child abuse and neglect. The impetus for using paraprofessionals as parent aides started with a group of foster grandparents at Colorado General Hospital in Denver in the late 1960s (now University Hospital of the University of Colorado Health Sciences Center). Some of the grandparents, who cuddled battered children in the hospital, expanded their role and also successfully nurtured the children's parents. Hundreds of parent aide programs to strengthen families then developed across the country.

But nearly two decades later a 1985 AARP survey revealed that few older adults were parent aides. Survey fundings showed that only three percent of parent aide volunteers in 200 programs nationwide were more than age 65, and fewer than one in four parent aide programs had a working relationship with aging organizations in its community.

With a grant from the National

ENOA
THE EDUCATION NETWORK FOR OLDER ADULTS
36 SOUTH WABASH, SUITE 624, CHICAGO, ILLINOIS 60603 • (312) 782-8967

PRESS RELEASE

DATE: APRIL 29, 1987
RELEASE: IMMEDIATE
CONTACT PERSON:
BERNARD SCHWARTZ
782-8967

The Resource Center of the Education Network for Older Adults (ENOA), a non-profit organization, provides free information and referral services to anyone seeking information about where they can learn about any subject of their choice, such as training for a job, university education, learning to play bridge, how and where to get a manuscript published, locating financial-retirement planning seminars or even literacy education. Clients can call or mail in their reqests. ENOA then researches the request and finds a program which not only best fits the client's needs, but is also most conveniently located, as commuting can be a major obstacle. Learning programs are often identified at community centers, churches, colleges, universities, and social agencies. Requests can be phoned in to the Education Network at 782-8967, or mailed to the office at 36 South Wabash Avenue, Suite 624, Chicago, Illinois, 60603.

INSTITUTIONAL MEMBERS: Area Agency on Aging-Region II • Art Encounters • Aurora College • Barat College • Berwyn-Cicero Council on Aging • Chicago Area Roundtable on Open Learning • Chicago Association of Commerce and Industry • Chicago City Wide Colleges • Chicago Consortium of Colleges and Universities • Chicago Historical Society • Chicago Metropolitan Higher Education Council • Chicago State University • Chicago Urban Skills Institute • Christian Action Ministry • College of DuPage • College of Lake County • College of St. Francis • Columbia College • Council for the Jewish Elderly • Richard J. Daley College • DePaul University • El Hogar del Nino/Cuidar • Elmhurst College • Evanston Commission on Aging • Governors State University • Illinois Benedictine College • Joliet Junior College • Kendall College • Kennedy-King College • Kishwaukee Community College • Latino Institute • The Learning Exchange • Loop College • Loyola University • Malcolm X College • Mallinckrodt College • Mayer Kaplan Jewish Community Center • Office of Senior Citizens/Handicapped-City of Chicago • Midwest Community Council • Moraine Valley Community College • Mundelein College • Museum of Science and Industry • National Retired Teachers Association-American Association of Retired Persons • National Safety Council • North Park College • North Shore Senior Center • Northeastern Illinois University • Northern Illinois University • Northwestern University • Office of the Laity • Olive Harvey College • PLOWS Council on Aging • Prairie State College • Retired Senior Volunteer Program-Hull House • Roosevelt University • Salvation Army • Senior Centers of Metropolitan Chicago • Skokie Office on Aging • Spertus College of Judaica • Suburban Cook County Area Agency on Aging • Trinity College • Triton College • Harry S. Truman College • United Way of Metropolitan Chicago • University of Chicago • University of Illinois at Chicago • Wheeling Township Central Service Association • Wright College • YWCA of Metropolitan Chicago

ENOA
THE EDUCATION NETWORK FOR OLDER ADULTS
36 SOUTH WABASH, SUITE 624, CHICAGO, ILLINOIS 60603 • (312) 782-8967

PUBLIC SERVICE ANNOUNCEMENT

DATE:
RELEASE: IMMEDIATE
CONTACT PERSON:
BERNARD SCHWARTZ
782-8967

The Resource Center of the Education Network for Older Adults (ENOA) provides free information and referal services to anyone on education and training for employment, personal interest, literacy, etc. ENOA tries to find programs most conveniently located and suitable to each client. Send requests to ENOA, 36 South Wabash, Suite 624, Chicago 60603 or call 782-8967.

RADIO PSA

INSTITUTIONAL MEMBERS: Area Agency on Aging-Region II • Art Encounters • Aurora College • Barat College • Berwyn-Cicero Council on Aging • Chicago Area Roundtable on Open Learning • Chicago Association of Commerce and Industry • Chicago City Wide Colleges • Chicago Consortium of Colleges and Universities • Chicago Historical Society • Chicago Metropolitan Higher Education Council • Chicago State University • Chicago Urban Skills Institute • Christian Action Ministry • College of DuPage • College of Lake County • College of St. Francis • Columbia College • Council for the Jewish Elderly • Richard J. Daley College • DePaul University • El Hogar del Nino/Cuidar • Elmhurst College • Evanston Commission on Aging • Governors State University • Illinois Benedictine College • Joliet Junior College • Kendall College • Kennedy-King College • Kishwaukee Community College • Latino Institute • The Learning Exchange • Loop College • Loyola University • Malcolm X College • Mallinckrodt College • Mayer Kaplan Jewish Community Center • Office of Senior Citizens/Handicapped-City of Chicago • Midwest Community Council • Moraine Valley Community College • Mundelein College • Museum of Science and Industry • National Retired Teachers Association-American Association of Retired Persons • National Safety Council • North Park College • North Shore Senior Center • Northeastern Illinois University • Northern Illinois University • Northwestern University • Office of the Laity • Olive Harvey College • PLOWS Council on Aging • Prairie State College • Retired Senior Volunteer Program-Hull House • Roosevelt University • Salvation Army • Senior Centers of Metropolitan Chicago • Skokie Office on Aging • Spertus College of Judaica • Suburban Cook County Area Agency on Aging • Trinity College • Triton College • Harry S. Truman College • United Way of Metropolitan Chicago • University of Chicago • University of Illinois at Chicago • Wheeling Township Central Service Association • Wright College • YWCA of Metropolitan Chicago

Inside
Lincoln Park

WEDNESDAY, JULY 8, 1987 • LINCOLN PARK'S ONLY HOME DELIVERED WEEKLY NEWSPAPER • VOLUME 5 NUMBER 32

ILP 18 WEDNESDAY, JULY 8, 1987

Please note the list of funders that have supported the program

ENOA offers free training for tutors

The Education Network for Older Adults, a non-profit organization, has given free training to adults over 30 to become tutors for children who need, or want additional help in their schoolwork. The services of these tutors are now available to help children from Kindergarten through 5th Grade improve their learning abilities, and raise their achievement level.

Tutor training started in late February and ended June 15. Right now, the tutors are ready to teach children either in the child's home, or at the home of the tutor. Theoretical training was given by a university professor with a professional educational background. Practical training for the tutors took place at Casa Central, a community center. It consisted of direct experience in tutoring students under the supervision of a master teacher. The training program was supported by the Retirement Research Foundation, the Lingle Trust, and the Illinois State Board of Education.

The adults who have taken the tutor training program are now available to be hired by parents who would desire tutorial help for their children either after school, or during the summer vacation.

ENOA does not charge a fee to link the parent and the tutor. When a parent hires a tutor to teach his or her child, the financial arrangements for the educational tutoring will be made between the tutor and the parent.

Children who are having difficulties in school need additional help to reach their proper grade level.

In September of this year, another free tutor training program will begin again. Applications are now being accepted. For tutors, or to register for the upcoming tutor training program, call 782-8967 from 9 to 5 weekdays. After 6 pm phone 743-7497.

73

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SAMPLE ANNOUNCEMENTS IN NEWSPAPERS

Latchkey AD

FREE TRAINING IN grade school (kindergarten - fifth grade), tutoring for adults over 30. Logan square area. Call Enoa, 782-8967, days. Evenings, weekends, 743-9497.

INTERESTED IN DEVELOPING spiritually? Chicago Meditation Program has classes and evening programs at libraries, recreation departments, an 2908 W. Palmer. Call for schedule. Free, 227-2525.

FREE MIME CLASSES for teenagers, beginning January 10 at Berger Park, 6205 Sheridan, 465-3838. Taught by Karen Hoyer, funded by Chicago Office of Fine Arts.

GAIN SELF CONFIDENCE. Join Irving Park Toastmasters, grow as a speaker. Meetings 7:30pm, 1st and 3rd Thursdays of month. 4600 N. Kilpatrick, 831-2763.

LEARN FRENCH. DAY and evening classes. Loop college, 30 East Lake Street. Registration now to January 10. Classes begin January 12, modest fees. 984-2816.

PUBLIC SPEAKING. TOASTMASTERS conducts seminars on improving speaking skills. Clubs in Evanston and Rogers Park. Phone, 831-2763.

SPEAK UP! IMPROVE your speaking abilities. Visit Lakeview Toastmasters at Sheil Park, 3505 N. Southport. Our next meeting is Dec. 17 at 7:15pm, 528-2822.

"THE WAY THAT I Teach" introductory video to the life and teaching of American-born Adept, Da Free John. Laughing Man Institute. Call 929-6246.

FREE MEDITATION LECTURE every Sunday at noon. Everyone welcome. Goswami Kriyananda speaks on the spiritual life, Kriya Yoga, Karma, self-improvement, and the secret of happiness. Chapel for your silent meditation. Free children's class from 11:30 to 1:00. The Temple of Kriya Yoga, 2414 N. Kedzie, Chicago. 342-4600.

TIRED AND BREATHLESS? We'll put some life in your lungs! Trumpet, saxophone, flute, voice, trombone, clarinet and more! Sherwood Conservatory of Music, 1014 South Michigan Ave., 427-6267./

ITALIAN! SPANISH! FRENCH! Dutch! Small group lessons of six people for better conversation. First week in January. Register early! Chicago Europe Language Center, 180 North LaSalle St., 276-6683./

ESOTERIC ASTROLOGY. 16 week course by Goswami Kriyananda. Learn about past life,present and future life karma. Understand karmic lessons. Also useful in professional chart delineation. Starts Wed., Jan. 7, 7-9 pm. Free brochure, Temple of Kriya Yoga, 342-4600./

BREAK TV HABIT. Do your children watch too much TV? DePaul University is offering a free program to help children reduce their TV watching. Effective time management is taught while highlighting creative uses of free time. Call Mischel McCanna at 4

WILLING TC or free sewing sons. 472-045

FREE MEDIT struction, pra anston Siddha dan #2E (be Evanston. 328

LEARN CHI friends. I teac Learn Chinese Paul 772-1111./

GET IN YOUR energy cultivati emergence of effective and simple Call Gary J. Clyman, 988-4833, 980 N. Michigan Avenue, Suite 1400. 472-2220 after 5 pm./

PERSONAL YOGA PROGRAM. 16 weeks to improve your life on all levels. Will include postures, diet, breathing and meditation techniques specifically for you. Starts Saturday, January 10, 10 am till noon. Free brochure, Temple of Kriya Yoga, 342-4600./

MUSICIANS/ SINGERS: NEW classes forming in basic voice and sight reading. $20/ month. Piano and organ instruction. Murial Rance Studios. 312/663-4241./

INTRODUCTION TO CRYSTALS workshop will acquaint you with the history of crystal and gem use and the scientific basis of crystal power. The interface between the human energy system and crystal energy system will be fully developed. Notebook of techniques provided. Mon. Jan 5 & 12, 7pm. Advanced registration necessary $50. Call Mollie Williams 327-81 -6./

LECONS DE FRANCAIS: Private French lesson at any level in a friendly atmosphere since 1978. Call Alain, an experienced tutor from France, at 975-2281 day or evening./

START THE NEW year write! Effective business writing. A two day, hands on workshop. Scheduling for 1987. Box 2254, La Grange, IL 60525 or call 354-0723./

ALEXANDER TECHNIQUE FOR greater balance, coordination, poise and stress reduction now being taught at Oasis Center by private appointment. Call 274-6777./

WEIGHT LOSS THROUGH Yoga. Learn the essentials to weight loss with individualized techniques. Transform your body and attitudes. 16 weeks. Starts Sat., January 10 noon-1 pm. Free

THIS ISSUE IN THREE SECTIONS

READER®
CHICAGO'S FREE WEEKLY

clas

tion. Call the Chicago Tai Chi Center, 472-2220. 907 W. Belmont./

Housing For Rent

CLASSIFIEDS USERS PLEASE NOTE: Due to our annual year-end vacation, there will be no Reader December 26th. Ads received after the deadline for the December 19th issue will be held for insertion in the January 2nd issue. The Reader office will be closed December 24th, 25th, 26th, and at 1pm December 31st; all day January 1st. Special deadlines for the January 2nd issue are as follows: Free Ads, Friday, December 19th, 5pm; Commercial Ads, Monday, December 22nd, 5pm./

3110 SHERIDAN, LARGE studio, great city view, newly redecorated, new carpet, doorman, sundeck, pool, excellent transportation and shopping. $300 plus utilities. City Dwellers, 935-4445./

3149 N. ORCHARD St. 3½ rooms, one bedroom, completely remodeled, refinished oak floors, very bright apt. Heat included. 679-2671./

WEST LAKEVIEW SUBLEASE: 3636 Marshfield. Four room, two bedroom, garden apartment. Plenty of sunshine and privacy in immaculate, brick, three flat. $350 plus utilities. 528-0355.

RIVER CITY LARGE 1 br, south view, lots of windows, $720 includes heat and air. Sublet ok. Jordan, work: 642-4567, home: 431-7944.

ANDERSONVILLE: VINTAGE ONE bedroom apartment. Professionally designed for the professional. Living room, formal dining room, and all new oak country kitchen with walk in pantry. age details. Call 769-

920's nine restored. partments oak kitchsets, city & lake. Stu- $370. Call

2 flat, re- oak cabicentral ac.

Brm, 3BR, duplex. New kitchen and baths, oak firs, fplc, a.c. Heat incl. $1650. Harry 477-9700./

LIVE IN LAKEVIEW. 2 plus bedroom. 1500 ft., natural wood, eat in kitchen, walk in pantry, very Victorian. The Apartment People, 248-8800, 3121 Broadway./

LOGAN SQUARE: LARGE 5 room, 2 BR. Apartment for rent w/ parking in back. $375/ month. Includes heat. Sam 303-1597 or 775-8800./

MAGNIFICENT PENTHOUSES: Two bedrooms on top of 9 story restored hi-rise. 15 ft ceiling & windows looking at magnificent lake & city view. New oak kitchen, w/w carpeting, ceramic tile bath, everything sparkling new. $600-$800. Call 334-3238./

NEWPORT/RACINE VICINITY. Large 5 rm 2 br with duplexed basement. Newly sanded oak floors. Just decorated. Plenty of natural light. Close to shopping. Walk to Ravenswood el. Only 4 apts in bldg. on quiet residential street. $680/mo. Free heat. Chicago One (Pat) 975-0500./

W. LINCOLN PARK Bucktown 2000N/1800W. Nice two bedroom near expressway & public transportation, yard, parking, available Jan. 1. $300/mo. & utilities call 342-6134./

MONTH'S FREE RENT! Sublet/ studio. 1000 N. LaSalle Dr. Fully carpeted, 24 hr. doorman, $547/ lease runs through July. Call 337-3421. Ask about #309.

FOR RENT TOP floor studio in high rise, all windows, fantastic view. Owner with Chicago film industry very top notch. The Boardwalk off Montrose. Walk to park and lake. 922-2854. $475 mo. Prkg avail.

WICKER PARK. 1 BEDROOM studio basement. $220 plus utilities. 2 month security. New w/carpet kitchenette. 1629 N. Claremont 342-8177./

WOLCOTT/ CULLOM. HUGE 2½ room studio, decorated, heated, appliances, refinished hardwood floors, bath and shower, laundry. $325. No dogs. Lease and security required. Call 477-6577, 929-1620./

WRIGLEYVILLE. LARGE 4 room 1 bedroom garden apartment. Decorated, hardwood floors, newer appliances, ceramic tile bath and shower. Lease and security required. No dogs. $350/ month heated. 929-1620./

20 E. GOETHE. Under new management. Convenient near North location. Studios & one bedroom apts. avail. Call for information, 675-4999, now./

530 W. ALDINE: Free rent 1st month. Spacious, modern Belmont Harbor studios and 1 bedrooms. Hardwood floors, large closets. Heat and cooking gas incl. Studios from $365, bedrooms from $465. Parking available. Call 281-7385./

900 N. DEWITT: "The Hotel Alternative." Furnished studio supplied with linens, utensils, laundry, 24-hour switchboard, receiving room. Maid svc and TV rental optional. 642-7020./

AVAILABLE NOW 4181-89 W. Clarendon (752 West) 3 room apt. $410.4 security deposit. Range, refrig., heated. No pets. Near transp. & shopping. Mr. Raul Ursola 477-2701./

EVANSTON 1 BR. Avail now at 502 Keeney. Charming 3 story vintage bldg has 1 br w/ newly sanded hardwood firs, full bt, good closets, bright view & gasburning fireplace. Heat incl $545. Call 973-4977, 328-0740 for appt. Laundry & res engr./

EVANSTON S.E. 725 Hinman. Available now, clean, hardwood floors, 1 bedroom $525 incl. heat. Call (Earl) UN4-3275 or Manager 764-8380./

FABULOUS STUDIO & 1 bedroom in high rise. All have great views, heated, ac, sauna, 24 hour doorman, dogs OK. $480-$730. The Apartment People, 248-8800./

FARWELL JUST EAST of Ridge. Quiet residential area. 2 bedroom, decorative fireplace. $465. Freshly decorated, laundry facilities, close to trans., shops. 673-1844 Cagan's 675-4999./

LARGE, 1ST FLOOR East Rogers Park apartment 8 rms 3.5 br, 2 bath, fireplace and a winter supply of firewood, newly sanded hardwood floor, free personal laundry facilities, excellent location, near everything! Heat incl. Call 274-5010.

Food & Drink

75

Join the New Year's Eve celebration at

The American Express Course in Fine Dining

Lesson 25:

"LATCHKEY" PAGE 11 · TOP OUTLINED IN RED

CHICAGO'S NORTH-NORTHWEST
COMMUNITY NEWS
VOLUME 2 NO. 6 WEDNESDAY, DEC. 24, 1986 FREE

Can You Have a Happy Holiday?

Yes, If You Do Something For Someone Else

By Robert R. Morris
CN Associate Editor

Christmas is finally here on the North and Northwest Sides of Chicago again,

ENOA Offers Older Adults Chance to Earn Extra Money

The Education Network for Older Adults (ENOA), a non-profit organization, is offering free training to adults and older adults in order to help them earn extra income by tutoring children from kindergarten through fifth grade either in their own homes or in the homes of students.

Theoretical training will take place approximately 15 hours a week for a five month period, starting January 5th and ending in June, and is given in collaboration with university faculty at the New Sabin Magnet School at 2216 W. Hirsch. Additional training will take place at Casa Central at 1335 N. California.

Upon graduation from the Care-Giver Tutor Program, the adults will have the option to become entrepreneurs either by running a tutor program from their own home, or by going into private homes and tutoring children there. In order to place the tutors, the Education Network will initiate a public relations program.

To register for the "Older Adult/After-School Project," please call the Education Network for Older Adults during the day at 782-8967, or Marcia Fernadez in the evenings or on weekends at 743-7497.

This program is being held for the second year after a successful pilot program last year. The availability of tutors was publicized. Of last year's tutors, several people became entrepreneurs, some were hired as tutors by parents, and a couple of tutors decided after the program that they would like to become teachers and were accepted in college and university programs in this field.

Gifts with High Fiber Content

The Textile Arts Centre is hosting a Holiday Show and Sale, Dec. 31, at 916 West Diversey. Handcrafted gift items by Chicago-area fiber artists will be on display in the gallery, Tuesdays-Fridays from noon-7 p.m. and Saturdays, 10 a.m.-5 p.m. All items available for purchase.

Customers will be able to find fiber gifts for men, women, and children. Items include: scarves, ties, shawls, hats, tops, jewelry, purses, baby shoes, baskets, banners, toys, table linens, tree ornaments, and small tapestries.

The Holiday Show and Sale is being held to benefit the Textile Arts Centre, a not-for-profit educational center serving the Midwest. For more information, call 929-5655.

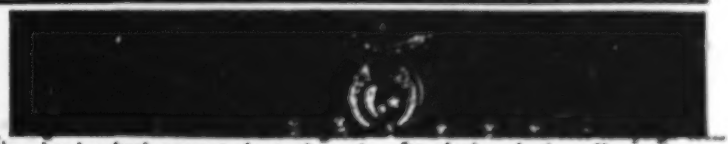
Season's Greetings

77 78

Eagle's Eye

There is little doubt that the hottest issue in Chicago is the role race plays in politics. The lives and fortunes of literally millions of people depend on how our current generation of leaders attempt to reconcile the opposing

Logan Square Preservation's recent dinner at the Norway Center netted the group $1,300.00 toward payment for Joravsky. The writers hope to kick citizens out of their easy chairs and get them to run to their civic organizations and political leaders to demand they mend this racial rift. It will be no easy task to "try to bring this city back



hood school concept—in truth, code words for racially pure schools. "It's *the* conflict," says Camacho.

This and other fundamental conflicts between the races present almost impossible dilemmas to politicians. "To

for winning elections. You can't campaign on good schools and get as many people to vote as you can on 'I'll keep blacks out of your neighborhood.' The rhetoric isn't that extreme but they use code words—subtle appeals to the

NOTICE ABOUT "LATCHKEY" PAGE 2 - OUTLINED IN BLUE

FREE PRESS

A small town newspaper in the middle of the city *Vol. 8 No. 9* *December 4, 1986*

Serving Avondale • Bucktown • Hermosa • Humboldt Park • Logan Square • North-Pulaski • Wicker Park/Westtown

mas baskets for the needy as part of Alderman Mell's 3rd annual Christmas Drive. Look for collection boxes in stores or take your canned goods contributions to the Ward office at 2810 W. Fullerton by December 18.

Reducing the amount of time children watch television is the aim of a new program at DePaul University Department of Psychology.

The free program will emphasize control over television watching through encouraging participation in other activities. Children will be taught creative uses of free time.

Children between the ages of five and 13 will be considered for the program. Parents who are willing to work with their children to reduce the number of hours in front of the tube should call Michael McCanna, psychology department, at 736-0567 or 472-6215.

79

GNPDC presents awards to local business leaders

Sellers at 252-8345.

And, older adults who would like to earn extra income by tutoring children from kindergarten through the 5th grade can get free training at the Education Network for Older Adults (ENOA).

Theoretical training will take place approximately 15 hours a week for a five month period, starting January 5 and ending in June. The training will be given in collaboration with university faculty at the New Sabin Magnet School at 2216 W. Hirsch. Additional training consisting of direct experience at tutoring students will take place at Casa Central under the supervision of administrators and Sabin teachers.

Upon graduation from the program, the adults will have the option of either running a tutor program in their own homes or going into private homes and tutoring children there.

To register for the "Older Adult/After-School Project, call the Education Network for Older Adults during the day at 782-8967 or Marcia Fernandez in the evenings or on weekends at

family members and [illegible] income. As an example, a family of four must have a 90-day combined income of $3483 or less. A single person's income in a 90-day period must not exceed $1675.

To learn more of the program and where to apply for IHEAP, call toll-free 1-800-252-8643. Applicants must have copies of their heating and electric bills and income information.

[illegible] advertising is eligible and may participate in the auditions at the Brickyard. The entrants will be judged on personality, delivery, creativity and overall presence.

Solve your Holiday Gift problems in two easy and meaningful ways . . .

1. Special YMCA Gift Book

December 17, 1986
NORTHWEST
EXTRA

La cámara ofrece un Seminario sobre Capital Riesgoso

La Cámara de Comercio de North-Pulaski (NPCC) co-patrocinó el 3 de diciembre una presentación hecha por Chicago Capital Fund (CCF) en el Pioneer Bank, 4000 O. de la Ave. North. Fund es una nueva compañía no lucrativa de capital riesgoso, para ayudar a los pequeños comercios con mucho movimiento a encontrar financiamiento en las categorías de $50,000-250,000 que hasta ahora han sido difíciles de obtener.

El seminario de NPCC/CCF fue el primero de tales presentaciones en una serie que serán ofrecidas en toda la ciudad de Chicago en los próximos meses, para presentar a Fund a su clientela comercial en potencia. El presidente de Chicago Capital Fund y CEO Lawrence B. Rosser explicaron que la última meta de Fund es retener y crear empleos dentro de la ciudad, proporcionando el capital para su enchancterimiento o expansión. El proceso de aplicación de inversión fue discutido por James Tyree, director gerente de Mesirow Venture Capital, Inc., Robert Wingels y James Wisniewski, de Arthur Young and Company, dieron sus puntos de vista sobre el impacto de la nueva ley de impuestos sobre pequeños negocios.

Además de Mesirow Venture Capital y Arthur Young y Company, otras muchas firmas importantes han donado su experiencia a CCF, incluyendo a Sidley & Austin (consejo legal) y Deloitte, Haskins & Sells (auditores externos).

Los empresarios locales, con negocios ya existentes, que necesiten acceso al financiamiento de una deuda equitativa, pueden ponerse en contacto con NPCC y solicitar una copia del examen auto administrado, designado a identificar a los candidatos potenciales para los préstamos CCF. Para más información, o para obtener una copia del auto-examen, llame a la oficina de NPCC al 489-1696.

Se regalaron pavos, Pepsi y zapatos

Algunas voluntarias ayudaron a Sally Reyes, flamenco de la izquierda), quien es administradora de campo de relaciones comunitarias de la compañía Adolph Coors a empacar 800 pavos y otros comestibles para distribuirse entre familias necesitadas de Chicago como parte del programa "Felices Pascuas" de Coors.

La distribución de pavos tuvo lugar recientemente en la Cámara de Comercio Cubana en N. Ashland Av. También se distribuyeron botellas de Pepsi Cola. (Foto por Angel Morales).

Turkeys, Pepsi, shoe given away

Volunteers help Sally Reyes (third from left), community relations field manager for Adolph Coors Company, box 800 turkeys and other food items for distribution to needy families in Chicago as part of the Coors Happy Holidays program.

The turkey giveaway took place recently at the Cuban Chamber of Commerce on North Ashland Avenue. Also given away at were bottles of Pepsi Cola. (Photo by Angel Morales).

Se necesitan adultos de edad madura para un proyecto de tutoria

Education Network for Older Adults (ENOA), una organización no lucrativa, está ofreciendo un entrenamiento gratuito para adultos y adultos de edad madura para que los ayuden a percibir un ingreso extra sirviendo de tutores a niños de kindergarden al 5o. grado, ya sea en sus propios casas o en las casas de los estudiantes. El entrenamiento teórico tendrá lugar aproximadamente 15 horas por semana en un periodo de 5 meses, empezando el 5 de enero y terminando en junio y se impartido en colaboración con la facultad de la universidad en la nueva escuela Sabin Magnet, ubicada en el 2216 O. Hirsch. Un entrenamiento adicional tendrá lugar en Casa Central, en el 1338 N. California y consistirá en la experiencia directa en la tutoria de estudiantes, bajo la supervisión de los administradores y maestros de la Sabin.

Tras la graduación del programa "Care-Giver Tutor", los adultos tendrán la opción de convertirse en empresarios, dirigiendo un programa de tutoria en su propia casa o acudir a las casas particulares o impartir en ellas la tutoria a los niños. Para colocar a los tutores, la Red de Educación iniciará un programa de relaciones públicas.

Para inscribirse en el proyecto "Older Adult/After-School Project," llame por favor a la Red de Educación para Adultos de Edad Madura durante el dia, al 782-6987, o a Marcia Fernández, en las tardes o en los fines de semana al 743-7497.

Este programa se llevo a cabo por segundo año consecutivo, tras el éxito de un programa piloto sostenido el año pasado. Se publicó la disponibilidad de los tutores. De los tutores del año pasado, varios se convirtieron en empresarios, algunos fueron contratados como tutores por los padres de familia y un par de ellos decidieron, tras terminar el programa, que les gustaria convertirse en maestros, por lo que fueron aceptados en programas universitarios y de colegio sobre esa rama.

Chamber hosts venture capital seminar

The North-Pulaski Chamber of Commerce (NPCC) cosponsored a presentation December 3 by the Chicago Capital Fund (CCF) at Pioneer Bank, 4000 W. North Avenue. The Fund is a newly-chartered not-for-profit venture capital company established to assist small, labor-intensive businesses in finding financing in the $50,000-250,000 range, which until now has been very difficult to obtain.

The NPCC/CCF seminar was the first in a series of such presentations to be given throughout the city of Chicago in the next several months to introduce the Fund to its potential business clientele. Chicago Capital Fund President and CEO Lawrence B. Rosser explained that the ultimate goal of the Fund is to retain and to create jobs within the city by providing the capital for smaller businesses to retool or expand. The investment application process was discussed by James Tyree, Managing Director of Mesirow Venture Capital, Inc., and Robert Wingels and James Wisniewski of Arthur Young and Company gave their observations about the impact of the new tax law upon small businesses.

In addition to Mesirow Venture Capital and Arthur Young and Company, a number of other distinguished larger firms have donated their expertise to CCF, including Sidley & Austin (legal counsel) and Deloitte, Haskins & Sells (outside auditors).

Local entrepreneurs with existing businesses who need access to equity and subordinated debt financing may contact the NPCC for a copy of a self-administered test designed to identify potential candidates for CCF loans. For more information, or to obtain a copy of the self-test, call the NPCC office at 489-1696.

Older adults needed for tutoring project

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Upon graduation from the Care-Giver Tutor Program, the adults will have the option to become entrepreneurs either by running a tutor program from their own home, or by going into private homes and tutoring children there. In order to place the tutors, the Education Network will initiate a public relations program.

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This program is being held for the second year after a successful pilot program last year. The availability of tutors was publicized. Of last year's tutors, several people became entrepreneurs, some were hired as tutors by parents, and a couple of tutors decided after the program that they would like to become teachers and were accepted in college and university programs in this field.

ENOA
THE EDUCATION NETWORK FOR OLDER ADULTS
36 SOUTH WABASH, SUITE 624, CHICAGO, ILLINOIS 60603 • (312) 782-8967

TUTOR'S WEEKLY SCHEDULE

	MON	TUES	WED	THU	FRI
1 pm	No Session	Sabin Class Observation Room	Theory Class Sabin Room	Sabin Teacher's Aide Room	No Session
2:30					
	Casa Central Snack & Tutoring	Casa Central Snack & Tutoring	Casa Central Snack & Tutoring	Casa Central Snack & Tutoring	Casa Central Snack & Tutoring
4:30					
	Go Home	Go Home	Go Home	Go Home	Go Home

Any changes in this schedule will be announced at Casa Central. If there are any questions, please call ENOA

INSTITUTIONAL MEMBERS: Area Agency on Aging-Region II • Art Encounters • Aurora College • Barat College • Berwyn-Cicero Council on Aging • Chicago Area Roundtable on Open Learning • Chicago Association of Commerce and Industry • Chicago City Wide Colleges • Chicago Consortium of Colleges and Universities • Chicago Historical Society • Chicago Metropolitan Higher Education Council • Chicago State University • Chicago Urban Skills Institute • Christian Action Ministry • College of DuPage • College of Lake County • College of St. Francis • Columbia College • Council for the Jewish Elderly • Richard J. Daley College • DePaul University • El Hogar del Nino/Cuidar • Elmhurst College • Evanston Commission on Aging • Governors State University • Illinois Benedictine College • Joliet Junior College • Kendall College • Kennedy-King College • Kishwaukee Community College • Latino Institute • The Learning Exchange • Loop College • Loyola University • Malcolm X College • Mallinckrodt College • Mayer Kaplan Jewish Community Center • Office of Senior Citizens/Handicapped-City of Chicago • Midwest Community Council • Moraine Valley Community College • Mundelein College • Museum of Science and Industry • National Retired Teachers Association-American Association of Retired Persons • National Safety Council • North Park College • North Shore Senior Center • Northeastern Illinois University • Northern Illinois University • Northwestern University • Office of the Lady • Olive Harvey College • PLOWS Council on Aging • Prairie State College • Retired Senior Volunteer Program-Hull House • Roosevelt University • Salvation Army • Senior Centers of Metropolitan Chicago • Skokie Office on Aging • Spertus College of Judaica • Suburban Cook County Area Agency on Aging • Trinity College • Triton College • Harry S. Truman College • United Way of Metropolitan Chicago • University of Chicago • University of Illinois at Chicago • Wheeling Township Central Service Association • Wright College • YWCA of Metropolitan Chicago

SAMPLE OF SOME STUDENT SCORES

ENOA
THE EDUCATION NETWORK FOR OLDER ADULTS
36 SOUTH WABASH, SUITE 624, CHICAGO, ILLINOIS 60603 • (312) 782-8967

OLDER ADULT/CHILDREN'S AFTER SCHOOL PROJECT

CHILDREN'S IOWA TEST SCORES

COMPARISON OF 1986 and 1987 STANDARDIZED TEST SCORES FOR CHILDREN INVOLVED IN TUTORING PROGRAM, FEB. 25 - May 30,1987.

NAME	CURRENT GRADE	READING '86	READING '87	MATH '86	MATH '87
Edwin Amill	3	1.7	2.9	2.4	2.9
Virginia Arriaga	1	1.2	1.9	(K).7	1.9
Jazzmine Cartagena	Kdg.	--	--	--	--
Gustavo Castro	3	(K).4	1.9	1.4	2.4
Efrain Cebollero	3	2.2	3.1	2.3	3.4
Madelyn Crespo	3	1.8	3.0	2.1	3.7
Oscar Cuevas	4	1.5	2.5	2.6	3.6
Rafael Marquez	1	1.2	2.2	1.0	2.1
David Natal	1	(K).5	1.1	1.0	2.1
Richard Natal	2	1.3	2.1	1.6	2.9
Anthony Romero	1	-- NOT TESTED IN 1986			--
Diana Romero	2	1.6	2.7	1.3	2.7
Felipe Sanchez	1	(K).6	1.3	1.9	2.4

NOTE: KINDERGARTEN CHILDREN DO NOT TAKE THE IOWA STANDARDIZED TESTS UNLESS THEY ARE READING AT THE FIRST GRADE LEVEL. A SCORE OF LESS THAN 1.0 IS GRADED AT KINDERGARTEN LEVEL AND IS INDICATED ABOVE AS (K).

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OLDER ADULT/CHILDREN'S AFTER SCHOOL PROJECT

Tutor's Evaluation Questionaire Results

Given to tutors on June 22, 1987

Please refer to evaluation sheet for the questions.

Question	No. of responses	Average	Low-High
#1	10	3.6	1 - 4
#2	9	Yes:7 No:2, comments on next page	
#3	10	2.3	1 - 4
#4	9	2.9	1 - 4
#5	8	2.9	1 - 5
#6	4	See next page for comments	
#7	8	3.75	1 - 4
#8	10	3.7	1 - 4
#9 a	10	3.5	1 - 4
b	9	3.2	1 - 4
c	8	3.4	1 - 4
#10	10	3.6	1 - 4

Comments in response to questions #2 & 6, as well as any other comments written on the questionaire, are given on the next page.

INSTITUTIONAL MEMBERS: Area Agency on Aging-Region II • Art Encounters • Aurora College • Barat College • Berwyn-Cicero Council on Aging • Chicago Area Roundtable on Open Learning • Chicago Association of Commerce and Industry • Chicago City Wide Colleges • Chicago Consortium of Colleges and Universities • Chicago Historical Society • Chicago Metropolitan Higher Education Council • Chicago State University • Chicago Urban Skills Institute • Christian Action Ministry • College of DuPage • College of Lake County • College of St. Francis • Columbia College • Council for the Jewish Elderly • Richard J. Daley College • DePaul University • El Hogar del Nino/Cuidar • Elmhurst College • Evanston Commission on Aging • Governors State University • Illinois Benedictine College • Joliet Junior College • Kendall College • Kennedy-King College • Kishwaukee Community College • Latino Institute • The Learning Exchange • Loop College • Loyola University • Malcolm X College • Mallinckrodt College • Mayer Kaplan Jewish Community Center • Office of Senior Citizens/Handicapped-City of Chicago • Midwest Community Council • Moraine Valley Community College • Mundelein College • Museum of Science and Industry • National Retired Teachers Association-American Association of Retired Persons • National Safety Council • North Park College • North Shore Senior Center • Northeastern Illinois University • Northern Illinois University • Northwestern University • Office of the Lady • Olive Harvey College • PLOWS Council on Aging • Prairie State College • Retired Senior Volunteer Program-Hull House • Roosevelt University • Salvation Army • Senior Centers of Metropolitan Chicago • Skokie Office on Aging • Spertus College of Judaica • Suburban Cook County Area Agency on Aging • Trinity College • Triton College • Harry S. Truman College • United Way of Metropolitan Chicago • University of Chicago • University of Illinois at Chicago • Wheeling Township Central Service Association • Wright College • YWCA of Metropolitan Chicago

ENOA: OLDER ADULT/CHILDREN'S AFTER SCHOOL PROGRAM

EVALUATION

DATE _____

GENERAL

1. What was your general impression of the program? — not useful very: 1 2 3 4
2. Was the time well spent? Yes No

   If No, why, or what could be done to make it better?

AT SABIN

3. Did the instructor, Dr. Whitehead Moon, teach at an appropriate level or was she clear? — not appropriate very: 1 2 3 4
4. Was the instructor helpful, did she answer your questions well? — not helpful very: 1 2 3 4
5. Was the instructional material detailed enough? — too much / just right / too little: 1 2 3 4 5
6. What other topics or instructional material do you think should have been covered?

AT CASA CENTRAL

7. Was the head teacher, Ms. Fernandez, helpful in putting the theory into practice? — not helpful very: 1 2 3 4
8. How well did the head teacher guide you in tutoring the children? — poor excellent: 1 2 3 4
9. Were the handouts given at Casa Central helpful? — not helpful very: 1 2 3 4

   the invited speakers? 1 2 3 4

   the field trips? 1 2 3 4
10. Did you enjoy working with the children? 1 2 3 4
11. what grade children do you like working with the most? — little v. much

---

If you have any other comments, especially on how to make the program better, or need more room to answer a question, please write on the back of this sheet.

5/28/87

In reference to Tutoring Program
for Efrain Caballero

Efrain has improved grossly in all major subjects since he's been to the after school program.

He had difficulty passing tests but now he has passed each test within C's grades.

Teacher,
Ms Luzo

5/28/8

In reference to Tutoring Program for Madelyn Crespo:

Madelyn has improved in her math skills since she has gone to the after school program. She has passed more tests more often since that ~~time~~.

Teacher,
Ms. Lugo

To whom it may concern:

My name is Lydia Calderón, Richard Natal's teacher. I would like to inform you about Richard's improvement. I am very satisfied. He is doing so well since he started this program.

1) He has been turning his homework every single day. He had 0 stars before starting the program. Now he has 67 stars. Which it's fantastic.

2) He is putting more effort in his reading. He is doing his class work which he never did before. The only problem I have is he does not work in his reading workbook, hoping with your help he will be able to catch up. But otherwise he is doing better.

3) And most important his behavior has mainly improved. He is a easy going child.

I am very happy that this program he is attending is benefiting him very much. I hope this program.

TUTOR AVAILABILITY ADS(SAMPLE) PLACED IN NEWSPAPERS

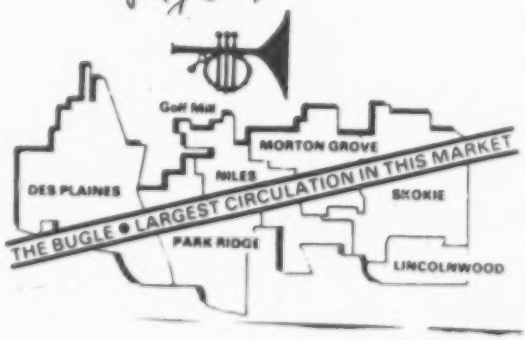
LATCHKEY PROGRAM(1986-1987)

TUTORING AVAILABLE

Adult graduates of tutor training program available as tutors after school or during vacation. Also available for combined tutor/day care positions part or full time. Children: Kindergarten through 5th Grade. "ENOA", Education Network For Older Adults, is a non-profit agency.

PHONE: 782-8967
After 6 P.M.:
PHONE 743-7487

The Bugle,
Thursday, June 25, 1987
Page 45



GRADUADOS ADULTOS del programa de enlvenamiento de lutoria esta disponibles comd lutores despues de la escuela o durante las vacaciones. Tambien esta disponible para puestos de tutor/cuidado ninos medio tiempo lo tiempo completo. Ninos: Kindergarten hasta el 5o. grado. "ENOA", Red Educativa para Adultos Mayores, es una agencia sin fines de lucro. Telefono 782-8967. Despues de la 6 p.m. tel 743-7497

Extra Publications
3918 W. North Ave.
Chicago, Illinois 60647

Inserted: 6/17/87

ADULT GRADUATES of tutor training program available as tutors after school or during vacation also available for combined tutor/day care positions part or full-time. Children: Kindergarten through 5th Grade. "ENOA", Education Network For Older Adults, is a non-profit agency. Phone: 782-8967. After 6 p.m.; phone 743-7497

The Chicago Coalition for Education and Training for Employment,
a project of

ENOA

Facilitating Emerging Business, Entrepreneurship and Employment
36 SOUTH WABASH, SUITE 624, CHICAGO, ILLINOIS 60603 • (312) 782-8967

ADDENDUM THREE

CCETE TASK FORCES

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LIST OF JANUARY 30, 1987 TASK FORCE CONFIRMED ATTENDEES

Michael Nicksec, President
Venture Search Associates
229 Bloom Street
Highland Park, IL 60035
433-7013

David E. Muschler, Partner
Lawrence, Kamen, Saunders & Euhlenhop
209 S. LaSalle, Suite 777
Chicago, IL 60604
372-1947

Toni Preckwinkle, Resource & Development
Dept. of Economic Development
City of Chicago
510 North Peshtigo Court
Chicago, IL 60611
744-1600

Clark Roberts
Director of Educational Counseling &
Training
Chicago Urban League
4510 S. Michigan
Chicago, IL 60653
285-1253

Alice Cummings, President
Industrial Engineering College
316 N. Michigan
Chicago, IL 60601
782-6730

Robert Adams, Manager of Programs
Volunteer United Way
104 S. Michigan, 11th Floor
Chicago, IL 60603
580-2800

Jerry Juska, President
Concept Development Corp., Inc.
300 N. State, Suite 3633
Chicago, IL 60610
828-0906

Dr. William Hazard
Department of Education
Northwestern University
1236 Wesley Avenue
Evanston, IL 60202
491-7301

Moselle Schwartz, Teacher
777 N. Michigan, #3000
Chicago, IL 60611
944-4444

Florence Cox, President
Chicago District PTA
53 W. Jackson, Room 522
Chicago, IL 60604
786-1476

Sharon Bruce, Executive Director
The Support Center of Chicago
53 W. Jackson, Suite 1435
Chicago, IL 60604
461-9300

Silas Parnell
Director of Education Division
Ada S. McKinley Center
2961 S. Dearborn
Chicago, IL 60616
225-3477

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AGENDA

CHICAGO COALITION FOR EDUCATION AND TRAINING FOR EMPLOYMENT

TASK FORCE -- FEBRUARY 27, 1987

Scheduled to start promptly at 2:00 p.m.
and to conclude at 3:30 p.m.

I. INTRODUCTION OF TASK FORCE

II. REVIEW OF CCETE PURPOSES AND ACCOMPLISHMENTS

III. TOPIC: EDUCATION AND TRAINING FOR EMPLOYMENT -- ROLES OF THE SCHOOLS

A SUMMARY OF SOME RECENT EDUCATION STUDIES (BERNARD SCHWARTZ)

IV. SEMINAR DISCUSSION

A. PROBLEMS IN EDUCATION AND TRAINING FOR EMPLOYMENT

B. POSSIBLE SOLUTIONS TO PROBLEMS IDENTIFIED

V. SUGGESTIONS FOR INVITATIONS TO EXPERTS WHO CAN HELP US AT OUR NEXT TASK FORCE MEETINGS

VI. YOUR SUGGESTIONS FOR FUTURE MEETING DATES, TIMES, AND LOCATIONS

VII. MEETING ADJOURNMENT

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III F.

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AGENDA

CHICAGO COALITION FOR EDUCATION AND TRAINING FOR EMPLOYMENT

TASK FORCE -- JANUARY 30, 1987

I. INTRODUCTION OF TASK FORCE

II. REVIEW OF CCETE PURPOSES AND ACCOMPLISHMENTS

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The Education Network for Older Adults encourages anyone at any administrative level in business, government, education, the private sector, nonprofit organizations, and unions, to request, by phone or in writing, consideration for participation in the CCETE project, as a task force member. The ENOA phone number is 782-8967 or requests can be sent to ENOA at 36 S. Wabash Avenue, Suite 624, Chicago, IL 60603. Selection of members will be made on the basis of the needs of the individual task forces.

This ENOA effort has the joint support of Chicago corporations and the Illinois State Board of Education.

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PRESS RELEASE

ENOA
DATE: APRIL 14, 1987
RELEASE: IMMEDIATE
CONTACT PERSON:
BERNARD SCHWARTZ
782-8967

Employers who want better trained employees from our schools and universities will have the opportunity to voice their needs to the Illinois State Board of Education. A series of Task Force meetings of the Chicago Coalition on Education and Training for Employment (CCETE), a program of the Education Network for Older Adults (ENOA), will address the problems faced by schools and universities in creating a better workforce.

The Task Forces will identify the problems of preparing a better educated employee for our increasingly technical and service oriented society. With the help of the educators in the group, they will evaluate the abilities and limitations of the educational system to provide the necessary training and education for employees at all levels; entry to executive. They will also provide suggestions for alternative solutions to the problems identified in the improvement of education for employment. Task forces will meet at the convenience of their members.

Solutions reached will be offered as suggestions for public policy to the Illinois State Board of Education. In the past the State Board has used task force suggestions when presenting potential school legislation to the state legislature. (more)

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